Annex 1.

Terms of reference

GENERAL INFORMATION

Title: Expert on Policy Engagement to Promote Fundamental Reform in Educational System and Critical Thinking Method

Project Name: Preventing Violent Extremism through Promoting Tolerance and Respect for Diversity (PROTECT) Project Phase II

Reports to: National Project Manager

Duty Station: Jakarta

Expected Places of Travel (if applicable): Jakarta; and Offices of Government Officials;

Duration of Assignment: 135 working days within 12 months

REQUIRED DOCUMENT FROM HIRING UNIT

✓ TERMS OF REFERENCE

CONFIRMATION OF CATEGORY OF LOCAL CONSULTANT, please select:

(1) Junior Consultant
(2) Support Consultant
(3) Support Specialist
(4) Senior Specialist

(5) Expert/ Advisor

CATEGORY OF INTERNATIONAL CONSULTANT, please select:

(6) Junior Specialist
(7) Specialist
(8) Senior Specialist

✓ APPROVED e-requisition

REQUIRED DOCUMENTATION FROM CONSULTANT

✓ P11 or CV with three referees
✓ Copy of education certificate
✓ Completed financial proposal
✓ Completed technical proposal

Need for presence of IC consultant in office:
✓ partial (The IC is expected to be flexible and adaptable in terms of working arrangements, a regular meeting will be conducted through online/offline platform)
☐ intermittent (explain)
☐ full time/office based (needs justification from the Requesting Unit)

Provision of Support Services:

Office space: ☐ Yes ✓ No
Equipment (laptop etc): ☐ Yes ✓ No
Secretarial Services: ☐ Yes ✓ No

If yes has been checked, indicate here who will be responsible for providing the support services:
< Enter name >
## I. BACKGROUND

### a) Briefly describe the project rationale/background and the objectives of the project

In the last decade, Indonesia has experienced the threat of violent extremism and the spread of terrorist ideology by extremist groups inspired by the Islamic State. The ones happened in Surabaya, 2018, have transformed the damaging act patterns in violent extremism, resulting the increased number of victims in deadly attacks and the involvement of women and children as perpetrators of the attack. In 2021, the latest two terrorism attacks happened in Cathedral Church of Makassar, and the lone attack to the Indonesian National Police Headquarter also demonstrated the increasing role the women plays in violent attacks.

In response to that phenomenon, since 2017, the Government of Indonesia has initiated the National Action Plan on Preventing and Countering Violent Extremism that Leads to Terrorism (NAP on PCVE) and has been issued by the President of Indonesia in January 2021 in a form of Presidential Regulations concerning NAP on PCVE. NAP on PCVE is a set of comprehensive national strategies in a form of systematic and planned manner activities as a reference to all stakeholders to prevent violent extremism that leads to terrorism. The Action Plan is fully equipped with the integrated actions that aimed at mitigating and preventing violent extremism that leads to terrorism through more inclusive and broader approach which manifested in three pillars: 1) Prevention; 2) Law Enforcement; and 3) Partnership and International Cooperation.

The Action Plan pay attention on several things, including on national curriculum, such as under Pillar 1, Prevention: which consists of preparedness, counter-radicalization and deradicalization, specifically in the Focus 3: Improving the effectivity of campaign on prevention of violent extremism that leads to terrorism (counter-radicalization), in point 2 mentioned that: the material on the prevention of Violent Extremism that Leads to Terrorism has not yet been adopted, and the learning methodology by means of critical thinking has not been used in the formal education curriculum and student activities from primary to higher levels. This intervention will support the government efforts on implementing the Law No. 20 of 2003 regarding the National Education System, where there are specific capacities targeted for various learning topics, such as math to develop skills and competencies related to logics and thinking skills. The objective of the national education system as mentioned in the article 37 are that the civic education is intended to shape students into human beings who have a sense of nationality and love for the homeland.

The United Nations Development Programme (UNDP) and the European Union through a regional initiative called “Preventing Violent Extremism through Promoting Tolerance and Respect for Diversity” (PROTECT) Project has reaffirmed its commitment to prevent violent extremism and terrorism in the second phase of the project. Since the implementation of the first phase, the project has contributed significantly to support the government efforts on PVE, such as the acceleration of the issuance of NAP on P/CVE, also, through some policy engagements, also to provide evidence-based information, including in providing recommendations to policy makers on the importance to incorporate the critical thinking methods into national education curriculum (2019) in collaboration with the Ministry of Religious Affairs. The recommendations have been handed to the Ministry of Religious Affairs for the development to be more strategic and applicable recommendations. Hence, in the second phase of the project, the project aims to continue its policy engagement effort in the educational system, particularly in complementing the recommendations from previous policy engagement and addressing problem that stipulated in the NAP on P/CVE regarding the education sector.

The critical thinking method has been incorporated into the 2013 National Curriculum through some subjects, and the Government of Indonesia also already conduct some efforts to support the implementation of the critical thinking method in teaching-learning activity. The 2013 Curriculum
has a scientific approach in developing critical thinking in the learning process through observing, questioning, trying, reasoning, and communicating. There are three indicators of critical thinking: recognizing the problem statement, identifying relevant information, and drawing conclusions.

As identified in the NAP on PCVE, the materials on the prevention of violent extremism have not been adopted by formal education institutions, and the learning methodology by means of critical thinking have not been used in the formal education curriculum and students’ activities from primary to higher levels. Therefore, the project will conduct policy engagement to increase the critical thinking part in the refinement of the national curriculum at least in the Religious Subject at High School level and will be advocated to relevant stakeholders for further PVE regulations in the educational sector.

b) Briefly describe the context of the required services

The Government of Indonesia has issued Presidential Regulation Number 7 of 2021 concerning the National Action Plan on Preventing and Countering Violent Extremism that Leads to Terrorism, 2020 – 2024 (NAP on PCVE) signed by the President in January 2021. As part of PROTECT project’s commitment in building the national capacities to implement the NAP on PCVE, the project will continue the extensive support to the Government of Indonesia in the implementation of NAP on PCVE through various policy engagement and advocacy:

1. Dissemination of the substance of NAP on PCVE to the broader public at the National and Sub-National Level
2. Facilitate the adoption of the NAP into Sub-National Action Plan in 5 (five) targeted area of intervention (Bandung, Bogor, Makassar, Malang, and Surakarta)
3. Support the establishment and works of the Joint Secretariat for NAP on PCVE at BNPT as a coordinating agency
4. Facilitate the enhancement of the current M&E Guidelines of NAP on PCVE
5. Conduct a series of policy advocacy to ensure state budget allocation at the Ministries/State Institutions and Provincial, District, and City government level to implement the Action Plan Matrix as obligated by the Presidential Regulations
6. Support the government efforts on strengthening the critical thinking method to be incorporated in the national curriculum

The project would like to facilitate policy engagement of refine the educational system through reviewing the existing national curriculum, enrichment of the national curriculum with critical thinking, and operational regulation and policies on how to promote, refine, and incorporate the critical thinking method into the national curriculum. As in the phase I, the project has been conducted a policy engagement with the Ministry of Religious Affairs, pertaining the need of critical thinking methods to be incorporated in the national education curriculum. Discussion was focused on providing recommendation to the related government counterparts to engage critical thinking method. In addition, those recommendations have been handed to the Ministry of Religious Affairs for the development to be more strategic and applicable recommendation. The importance of critical thinking method also emphasized by the representatives of practitioner of education at religious-based educational institutions, through providing input based on the knowledge, and practical experiences.

The importance of the critical thinking, also promoted through some activities involving youth, women, and students as targeted participants, such as talk show on critical thinking during “Symphony for Tolerance” in 10 universities, as well as part of topics discussed under the “Act of Tolerance” in various cities throughout Indonesia. Another research conducted by Maarif Institute (2018) noted that the infiltration of radicalism at school conducted through three channels: alumni, teacher, and school policies.

Therefore, the project would like to follow up the engagement with the Ministry of Education and Culture Affairs, and the Ministry of Religious Affairs, on promoting critical thinking, through
providing further support on the refinement and incorporation of the critical thinking into national
curriculum, and the usage of critical thinking methods as part of methods used in any teaching-
learning process, as emphasized in the NAP on PCVE and as resulted from policy engagement to
government institutions to support the incorporation of critical thinking method into national
curriculum, that also require policies at the national, sub-national, and school levels. The
involvement of teacher, as part of educational system, who responsible for the implementation of
the developed curriculum enriched with critical thinking will play important role on the success of
the intervention conducted by the project.

The importance of critical thinking to be strengthened in NAP on PCVE implementation has been
emphasized by government of Indonesia, as stipulated in the Presidential Regulation No. 7 of 2021
under pillar 1, focus 3, point 2. It is mentioned that the strategy to response to problem are through
adding material on the prevention of violent extremism that leads to terrorism, including by
adopting critical thinking methodologies in the teaching system and formal education curriculum,
ranging from elementary, secondary, and higher levels. Where the expected outputs are:

1. Availability of a formal education curriculum that adopts material on the prevention of
violent extremism that leads to terrorism, including a learning system and a curriculum that
stimulates critical thinking in elementary and secondary education.
2. Availability of a formal education curriculum that adopts material on the prevention of
violent extremism that leads to terrorism, including a learning system and a curriculum that
stimulates critical thinking in higher education.
3. A formal religious education curriculum that adopts the prevention of violent extremism
that leads to terrorism, including critical thinking in the formal religious education
curriculum at the primary, secondary, and higher levels.
4. A number of teachers received training on the prevention of violent extremism that leads
to terrorism, and teaching training using the critical thinking method.
5. A number of lecturers received training on prevention of violent extremism that leads to
terrorism, and teaching training using the critical thinking method
6. A number of religion lecturers and teachers receive training on material and learning
methods on the prevention of violent extremism that leads to terrorism and teaching
training using the critical thinking method.

Those expected output will be in line with the output 1 of the Project, which is strengthening policy
assistance in order to develop, coordinate, and implement the national action plan on P/CVE, in
particular in educational system.

c) Emphasize the relevance/ purpose of the work required and how it is linked to the project context

The IC’s main objective is to facilitate a series of policy engagement measures to ensure the
refinement, evaluation of existing practise on implementation of critical thinking method, and the
incorporation of critical thinking method into the national curriculum, at least in religious topic, as
a support to the implementation of NAP on PCVE both at the national and sub-national level as
stipulated in the Pillar 1, Focus 3, point 2. It’s also important to follow up the results and the
recommendation from the policy engagement conducted under the first phase of the project with
the Ministry of Religious Affairs. And the main expected results of this consultancy are 4 (four)
number of draft policies to promote fundamental reform in education system, including critical
thinking, and pedagogy, which listed below:

1. Draft of policy on incorporation of critical thinking method in national educational
curriculum at national level in the Ministry of Education and Culture Affairs
2. Draft of policy on incorporation of critical thinking method in national educational
curriculum at national level in the Ministry of Religious Affairs
3. Draft of policy on implementation of the incorporation of critical thinking method into
religious subject at provincial level
4. Draft of policy of the educational institutions at sub-national level for the incorporation of
d) List and describe the stakeholders for the project.

The PROTECT project will be implemented for and with direct participation and close partnership with:

1. The national government, such as:
   - The Coordinating Ministry for Human Development and Cultural Affairs
   - The Coordinating Ministry for Political, Legal and Security Affairs
   - The National Development Planning Agency
   - The National Counter-Terrorism Agency (BNPT)
   - The Ministry of Education and Culture Affairs
   - The Ministry of Religious Affairs
   - The Ministry of Communication and Informatics
   - The Ministry of Women Empowerment and Child Protection
   - The Ministry of Home Affairs
   - The Ministry of Foreign Affairs
   - The Indonesian Witness and Victim Protection Agency (LPSK), and
   - the relevant Government counterparts.


3. Civil Society Organizations (CSOs), Religious-based Organization, Youth and Women Organization, Professional Education Institutions.

e) If applicable, explain thoroughly the peculiarity of the setting of the project or the work required, if any (e.g., security risks involved in conducting the work in certain communities, certain cultures and practices unique to the stakeholders, etc.)

The main issue of the current activities is that after the issuance of the Presidential Regulation Number 7 of 2021 concerning the National Action Plan on Preventing and Countering Violent Extremism that Leads to Terrorism, 2020 – 2024 (NAP on PCVE) signed by the President in January 2021 it is required to set up various operational regulations so that the regulation can be enforced effectively, including in the educational system which clearly mention need to enhance the incorporation of critical thinking into national formal education system.

Under pillar 1 of NAP on PCVE, Prevention: which consists of preparedness, counter-radicalization and deradicalization, specifically in the focus 3: Improving the effectivity of campaign on prevention of violent extremism that leads to terrorism (counter-radicalization), in point 2 mentioning that: the material on the prevention of Violent Extremism that Leads to Terrorism has not yet been adopted, and the learning methodology by means of critical thinking has not been used in the formal education curriculum and student activities from primary to higher levels. This intervention will support the government efforts on implementing the Law No. 20 of 2003 regarding the National Education System, where there are specific capacities targeted for various learning topics, such as math to develop skills and competencies related to logics and thinking skills. The objective of the national education system as mentioned in the article 37 are that the civic education is intended to shape students into human beings who have a sense of nationality and love for the homeland.

The IC will facilitate some policy engagement required to support the implementation of the Presidential Regulation No. 7 of 2021 concerning the National Action Plan on Preventing and Countering Violent Extremism that Leads to Terrorism (2020-2024) in particular under pillar 1, focus 3, point 2 as aforementioned.

It is important for IC to aware on potential reluctancy from some practitioner of education regarding the usage of violent extremism term, as it found in many educational institutions.
f) Provided information available that will help IC to understand the context of the work, such as publications, reports, etc.

In line with the project, the information on the PROTECT project is available mainly by reading the project documents and the presentation materials including the factsheet on the project.

Other relevant documentation that could clarify the context of the work for the IC Consultant is:

1. On the project specification, consult the country office Project document of PROTECT Project
2. On the National Action Plan on Preventing and Countering Violent Extremism leading to Terrorism (NAP on PCVE), refer to Presidential Regulation No. 7 of 2021 concerning the NAP on PCVE
3. Chief of BNPT’s Regulation on the Mechanism for Coordination, Monitoring, Evaluation, and Reporting of the implementation of NAP on PCVE, and
4. Law No. 20 of 2003 regarding National Education System
5. National Curriculum 2013
6. Result of the related research from CONVEY project
7. Result of policy engagement with the Ministry of Religious Affairs regarding the importance of Critical Thinking Method.

The relevant documentation will be available and or given only to the selected consultant.

g) Provide information on important stakeholders, including donors, partners, implementing agencies and organizations

The IC will work closely in daily basis with the government counterparts of the PROTECT project. For example, have a regular communication which can be through virtual meeting, etc. In more specific term, the IC will engage and collaborate with the Ministry of Education and Culture Affairs; The Ministry of Religious Affairs; The Coordinating Ministry for Human Development and Cultural Affairs; The Coordinating Ministry for Political, Legal and Security Affairs; The National Counter-Terrorism Agency; as well as CSOs.

II. SCOPE OF WORK, ACTIVITIES, AND DELIVERABLES

Scope of Work

1. Briefly describe the required activities (scope, location, subjects, etc.) and other information that will help prospective Offerors understand the nature of the work

Under the direct supervision of the National Project Manager of PROTECT project and the Head of Democratic Governance and Poverty Reduction Unit, the IC will work closely with the key ministries, such as the Ministry of Education and Culture Affairs, Ministry of Religious Affairs, National Counter-Terrorism Agency (BNPT), and other relevant stakeholders, as well as the CSOs, and professional teacher organizations, such as Association of the Indonesian Teacher on Islamic Subject (Asosiasi Guru Pendidikan Agama Islam Indonesia, AGPAI), the Teacher Association of the Republic of Indonesia (Persatuan Guru Republik Indonesia, PGRI), and the Indonesian Teacher Association (Ikatan Guru Indonesia, IGI).

The IC will be responsible for the following tasks:

1. Facilitate workshops, Focus Group Discussions (FGD), and coordination meetings with the government counterparts, education institutions, and practitioners, both at the national
and sub-national level regarding the review of existing implementation of the national curriculum in particular related to critical thinking method

2. Facilitate series of policy advocacy to ensure the implementation of refined national curriculum strengthened with critical thinking method

3. Develop draft of national curriculum which incorporated critical thinking method, on religious subject at high-school level

4. Conduct mapping and assessment of practices of critical thinking method used at school and related policies and regulation available

5. Enhance communications engagement between government counterparts, relevant authorities, and other stakeholders, including academic institution, CSOs on PCVE issues at the national and sub-national levels, related to education.

6. Facilitate series of public dissemination on the draft of refined critical thinking incorporated into national curriculum.

Expected Outputs and deliverables

The expected outputs from the activities are:

1. The adoption of the critical thinking method into the national curriculum, in particular into religion subject at high school level

2. 4 (four) number of policies to promote fundamental reform in education system, including critical thinking, and pedagogy

3. Inputs from government counterparts, experts, practitioners, and teacher association incorporated into the refined national curriculum which incorporate the critical thinking methods through FGD and meetings.

<table>
<thead>
<tr>
<th>Deliverables/ Outputs</th>
<th>Estimated number of working days</th>
<th>Completion deadline</th>
<th>Review and Approvals Required</th>
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</thead>
<tbody>
<tr>
<td>Deliverable 1 Inception report detailing/refining the work plan and methodology to ensure timely execution of deliverables and the update of the usage of critical thinking method as a support to the NAP on PCVE and works required for its implementation, the update of national curriculum implementation, and related institutions and stakeholders should be engaged,</td>
<td>10 days</td>
<td>End of November 2021</td>
<td>National Project Manager</td>
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<td>Deliverable 2</td>
<td>30 days</td>
<td>End of January 2022</td>
<td>National Project Manager</td>
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<tr>
<td>1. Developed TORs for each policy engagement activities</td>
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<tr>
<td>2. Analysis of some policy engagement on the implementation of the NAP on PCVE, in particular on promoting critical thinking methods to be incorporated into the national curriculum, such as:</td>
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<td>2.1. The review of the 2013 Curriculum</td>
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<td>2.2. The review of the critical thinking methods in the national curriculum</td>
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<td>2.3. The review of existing regulations related to the national curriculum and the critical thinking</td>
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<tr>
<td>3. Analysis and identify the required activities for the refinement and incorporation of the critical thinking method into the national curriculum</td>
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<td>Deliverable 3</td>
<td>30 days</td>
<td>End of March 2022</td>
<td>National Project Manager</td>
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<tr>
<td>1. Developed TORs for each policy engagement activities</td>
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<td>2. Analysis of some policy engagement on the incorporation of the critical thinking methods into the national curriculum as a support to the implementation of the NAP on PCVE, such as:</td>
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<tr>
<td>2.1. Review the implementation of critical thinking methods in some schools</td>
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<td>2.2. Expert meeting on reviewing the implementation of critical thinking methods at schools</td>
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<td>3. Analysis of the result of some policy engagement for the recent and experience on the implementation of the critical thinking methods from the field and the inputs on the draft of policies to promote fundamental reform in the education system, including critical thinking, and pedagogy, which will include the revised draft of the refined national curriculum in particular on religious subject which incorporate the critical thinking</td>
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<td>4. Progress Report including:</td>
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<td>4.1. Update on the works and achievements of reviewing the existing implementation and usage of the critical thinking method</td>
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<td>4.2. Inputs on the first draft of policies to promote fundamental reform in education</td>
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<td>Deliverable 4</td>
<td>30 days</td>
<td>End of June 2022</td>
<td>National Project Manager</td>
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<tr>
<td>1. Developed TORs for each policy engagement activities</td>
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<td>2. Analysis of some policy engagement on the incorporation of the critical thinking methods into the national curriculum to support the implementation of the NAP on PCVE, such as through:</td>
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<td>2.1. FGD on the benefit and challenges of the usage of critical thinking methods and the usage of religious perspectives</td>
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<td>2.2. Evaluate the implementation of critical thinking method</td>
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<td>3. The revised draft of policies to promote fundamental reform in the education system, including critical thinking, and pedagogy, which will include the revised draft of the refined national curriculum in particular on religious subject which incorporate the critical thinking</td>
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<tr>
<td>4. Progress Report including:</td>
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<tr>
<td>4.1. Update on the evaluation of the implementation of existing the critical thinking method</td>
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<tr>
<td>4.2. Update on the work on drafting the incorporation of the critical thinking method into national curriculum</td>
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<td>4.3. Update on the revision of the second draft of policies to promote fundamental reform in education system, including critical thinking, and pedagogy</td>
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<td>4.4. List of participants and stakeholders engaged</td>
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<td>4.5. Recommendation from Policy Engagement Activities</td>
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<td>4.6. Documentations: photograph, minute of meeting, media coverage, etc</td>
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<th>Deliverable 5</th>
<th>30 days</th>
<th>End of September 2022</th>
<th>National Project Manager</th>
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<tbody>
<tr>
<td>1. Developed TORs for each policy engagement activities</td>
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<tr>
<td>2. Analysis of some policy engagement on the implementation of refinement and incorporation of the critical thinking methods into the national curriculum as a support for the implementation of NAP on PCVE, such as:</td>
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<tr>
<td>2.1. The dissemination of the revised draft of the incorporation of critical thinking methods into the national curriculum</td>
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</table>
2.2. Expert meeting on follow up the dissemination of the revised draft of the incorporation of critical thinking methods into the national curriculum

3. Final draft of policies to promote fundamental reform in education system, including critical thinking, and pedagogy, which will include the final draft of curriculum on religious subject which already used the critical thinking method

4. Progress Report including:
   4.1. Update on the development of the refinement and incorporation of the critical thinking method into the national curriculum
   4.2. Update the work on piloting the usage of the critical thinking method in some schools
   4.3. List of participants and stakeholders engaged
   4.4. Recommendation from Policy Engagement Activities conducted
   4.5. Documentations: photograph, minute of meeting, media coverage, etc

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<tr>
<th>Deliverable 6</th>
<th>5 days</th>
<th>End of October 2022</th>
<th>National Project Manager</th>
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**A Final Report** which will consist of:
1. Completed summary of works and achievement based on progress report
2. The final draft of policies issued and resulted by the project supports
3. Final draft of enriched curriculum with critical thinking
4. Recommendations for further intervention

### III. WORKING ARRANGEMENTS

#### Institutional Arrangement

The IC Consultant will report to the National Project Manager of the PROTECT project, that will directly supervise the IC Consultant for the reporting, approval, and acceptance of the outputs. The IC Consultant works in close collaboration with the National Counter-Terrorism Agency (BNPT), the Ministry of Education and Culture Affairs, the Ministry of Religious Affairs, PROTECT team of the UNDP Co. Indonesia office, and other key parties/state institutions, including CSOs, and professional educational organization, such as PGRI, and AGPAII.

The IC Consultant is expected to liaise, interact and collaborate for conducting the policy engagement in refinement and strengthening the critical thinking method into the national curriculum as a support for the implementation of the NAP on PCVE both at the national and sub-national level. The IC consultant is expected to work in close consultation with related Ministries and Institutions in promoting further policy advocacy that related to the Pillar 1 (Prevention), Focus 3, and point 2 of NAP on PVE to strengthen the national educational curriculum by incorporating critical thinking method on religious topics at high-school level.
The IC is expected to be flexible and adaptable in terms of working arrangements. The IC will work closely with the government institutions such as the National Counter-Terrorism Agency (BNPT), the Ministry of Education and Culture Affairs, the Ministry of Religious Affairs, PROTECT team of the UNDP Co. Indonesia office, and other key parties/state institutions, including CSOs, such as The Teacher Association of the Republic of Indonesia (PGRI), The Indonesian Islamic Subject Teacher Association (AGPAII), The Indonesian Teacher Association (IGI), or other religious-based teacher association and educational practitioners.

Due to COVID-19 situation, the IC Consultant is not allowed to travel. Therefore, all activities should follow and apply all government and UNDP’s regulations to support the effort to decrease the spreading of the virus.

The success of the project depends on the timely delivery of each component. The Consultant should ensure timely identification of potential risks and signal any delays in deliverables. The contract will be effective immediately upon signature by UNDP.

The Team of PROTECT project at UNDP CO Indonesia will have the following responsibilities:

(i) Provide relevant documents
(ii) Discuss and agree on the methodologies of the assignment, and
(iii) Monitor and evaluate the progress of the assignment.

The contract and payments will be performance-based and regularly assessed by the UNDP CO Indonesia. PROTECT project will not support the IC with facilities or supplies.

**Duration of the Work**

In accordance with the requirements above, the consultant is expected to work for a total of 135 days, from October 2021 – September 2022 in Jakarta, and other areas of interventions if allowed due to pandemic situation.

**Duty Station**

The consultancy will be managed by the PROTECT project at UNDP CO Indonesia. The consultant’s presence is required both at the home-place and at the duty stations. In this regard, the IC is expected to work from home and in the workplaces for face-to-face meetings where the key state parties of the PROTECT project will conduct the activities e.g. Focus Group Discussions (FGDs), coordination meeting, and workshops. In this regard, the IC is expected to work from home and in the workplaces for face-to-face meetings with stakeholders in Jakarta and other areas of interventions.

The IC is expected to work very closely with government counterparts, such as the National Counter-Terrorism Agency (BNPT), the Ministry of Education and Culture Affairs, Ministry of Religious Affairs, and relevant stakeholders for conducting the activities on the implementation of NAP on PCVE on strengthening the national educational curriculum through incorporation of critical thinking method.

**Travel Plan**

Considering the pandemic situation, there will be no travel plan under this consultancy.
IV. REQUIREMENTS FOR EXPERIENCE AND QUALIFICATIONS

The consultant should possess the following expertise and qualifications:

**Academic Qualifications:**

A Master’s Degree in education, development studies, social sciences, international relations or other fields related to the scope of the assignment. A doctorate’s degree will be preferred.

**Years of experience:**

- Minimum 10 years of relevant experience at the national and international level in policy engagements in education fields and critical thinking method (required), also in the development of policies with national and international organizations, as well as government initiatives.
- Demonstrated field experience and knowledge in research approaches and methods, development of educational curriculum, working on social cohesion or Preventing Violent Extremism, or with educational institutions will be an asset.
- Experience working with governmental institutions would be an asset.

**Technical Experience:**

- Experience in developing educational curriculum.
- Experience working on critical thinking method.
- Understanding of legal frameworks and development of government regulation procedures.
- Experience working on social cohesion or Preventing Violent Extremism.
- Experience in developing legal drafting and policies.
- Understanding the sensitivities of programming in Indonesian context.
- Experience in formulating development strategies and policies.
- Excellent public speaking and presentation skills.
- Experience in formulating development strategies and policies.

**Competencies and special skills requirement:**

**Corporate**

- Demonstrates integrity by modelling the UN’s values and ethical standards (human rights, peace, tolerance, integrity, respect, results orientation, and impartiality).
- Promotes the vision, mission and strategic goals of UNDP.
- Displays cultural, gender, religion, race, nationality and age sensitivity and adaptability.
- Understanding the sensitivities of programming in fragile or conflict-affected contexts in Indonesian context.
- Understanding the sensitivities of programming in fragile or conflict-affected contexts.
- Demonstrated knowledge, experience, expertise and ability in conducting studies and strategies.
- Understand the substance of the National Education System and National Curriculum.
- Understand the substance of the Presidential Regulation no. 7 of 2021 concerning the National Action Plan on Preventing/Countering Violent Extremism (NAP on PCVE) and related documents, such as matrix of actions, monitoring and evaluation tools system (guideline), etc.
- Excellent public speaking and presentation skills.
- Fluency in English with excellent written communication skills, and strong experience writing reports, and.
- Fluency in Bahasa Indonesia required.

**Functional**

- A Solid experience in facilitation high level meetings.
- Background knowledge about the United Nations and UNDP.
- Demonstrates ability in conducting creative-thinking and innovation learning events.
- Good teamwork and interpersonal skills.
- Flexibility and ability to handle multiple tasks and work under pressure, and.
- Excellent computer skills especially Word, Excel and Power Point, and Email.

**Leadership**

- Demonstrated ability to think strategically and to provide credible leadership.
- Demonstrated intellectual leadership and ability to integrate knowledge with broader strategic overview and corporate vision and overseeing the analysis/resolution of complex issues, and
• Strong managerial/leadership experience and decision-making skills with proven track record of mature judgments.

Managing Relationships
- Demonstrated well developed people management and organizational skills, and
- Excellent negotiating and networking skills with strong partnerships in technical organizations in the practice area.

Managing Complexity
- Ability to address global development issues
- Substantive knowledge and understanding of development cooperation with the ability to support the practice architecture of UNDP and inter-disciplinary issues
- Demonstrated substantive leadership and ability to integrate knowledge with broader strategic, policy and operational objectives, and
- A sound global network of institutional and individual contacts.

Knowledge Management and Learning
- Ability to strongly promote and build knowledge products
- Promotes knowledge management in UNDP and a learning environment in the office through leadership and personal example, and
- Seeks and applies knowledge, information and best practices from within and outside of UNDP.

Judgment/Decision-Making
- Mature judgment and initiative
- Proven ability to provide strategic direction to the project implementation process, and
- Independent judgment and discretion in advising on handling major policy issues and challenges, uses diplomacy and tact to achieve result.

V. EVALUATION METHOD AND CRITERIA

Individual consultants will be evaluated based on the following methodologies:

Cumulative analysis

When using this weighted scoring method, the award of the contract should be made to the individual consultant whose offer has been evaluated and determined as:
a) responsive/compliant/acceptable, and
b) Having received the highest score out of a pre-determined set of weighted technical and financial criteria specific to the solicitation.

* Technical Criteria weight; [70%]
* Financial Criteria weight; [30%]

Only candidates obtaining a minimum of 70 point would be considered for the Financial Evaluation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Maximum Point</th>
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</thead>
<tbody>
<tr>
<td>Technical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Criteria A: qualification requirements as per TOR:</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>Academic Qualifications:</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>A Master’s Degree in education, development studies, social sciences, international relations or other fields related to the scope of the assignment. Doctorate’s degree will be preferred</td>
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</tbody>
</table>
**Years of experience:**

1. Minimum 10 years of relevant experience at the national and international level in policy engagements in education fields and critical thinking method (required), also in the development of policies with national and international organizations, as well as government initiatives

2. Demonstrated field experience and knowledge in research approaches and methods, development of educational curriculum, working on social cohesion or Preventing Violent Extremism, or with educational institutions will be an asset

3. Experience working with governmental institutions would be an asset

<table>
<thead>
<tr>
<th>Criteria B: Brief Description of Approach to Assignment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of the TOR</td>
<td>8</td>
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<tr>
<td>2. Proposed approach</td>
<td>8</td>
</tr>
<tr>
<td>3. Proposed methodology</td>
<td>7</td>
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<tr>
<td>4. Proposed implementation plan</td>
<td>7</td>
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</tbody>
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