

UNICEF China Terms of References For Individual Contractor

Job Title of Individual Contractor: M & E Consultant

Requesting Section: Education

Name of Supervisor and Job Title: Education Specialist

Background of Request for Individual Contractor:

The UNICEF Education Section works with the Government of China, local partners, and communities to provide the country's most disadvantaged children with quality learning opportunities. We support government to strengthen China's education system so that it addresses the needs of the most excluded and vulnerable children, as well as ensure that girls and boys have equal access to opportunities. We also promote nurturing environments to support children develop into well-rounded individuals and facilitate smoother transition from school to work.

The Adolescents team in the Education Section works to support the Government of China improve access to quality education for 6–18-year-old. The 2021- 2025 education program focusses on facilitating a child-friendly education system, which is a holistic programme with seven inter-related projects on child protection in schools, STEM education, life skills, sports, inclusive education, teacher training and social and emotional learning (SEL). The 2021- 2025 education program also embraces key strategic shifts with a renewed focus on upstream engagement and policy impact. It will place greater emphasis on evidence-based policy and research, advocacy for children's rights and adaptation of international evidence to China's context (and vice versa). There will also be a shift from child-friendly schools to child-friendly education systems and scaling-up of adolescent programs, particularly around integrating life skills into the technical and vocation education & training (TVET) reform process and expanding alternative learning pathways for out-of-school adolescents in China.

The first area of focus for this assignment is technical support and quality assurance on a flagship multi-year, multi-project retrospective evaluation. The Education Section is undertaking an ambitious evaluation on the past 20 years of Child-Friendly Schools (2001-2020) programming, which transitioned into the new child-friendly education systems programme in 2021. The specific objectives of the evaluation are to:

- Document best practices and lessons learned from 20 years of CFS to grow the evidence base and to provide recommendations for the next stage of China programming;
- Provide an analytical evidence base to UNICEF, the MOE and other key education stakeholders to inform the strategic shift to programming on child friendly education systems in China, ensuring that educational gains are experienced by all, including marginalized groups;
- Map and study the extent to which CFS has been scaled up in China, such as through mainstreaming into China's education policy, school standards and guidelines.

The evaluation will be outsourced through institutional contract to an international firm with China experience and presence. The evaluation is primarily a literature and policy review, combined with key informant interviews.

This consultant role will support the Evaluation Manager who leads the coordination of this evaluation process between UNICEF China, Ministry of Education and the Evaluation Firm, by providing additional support for the technical aspects of the evaluation. The successful applicant will undertake an evaluability assessment in preparation for the onboarding of the institutional contractor before reviewing documentation and data sources from UNICEF and MoE, and providing expert input into the methodology and tools design.

The second part of this assignment will be to support the new child-friendly education systems programme to develop a common M&E framework, including quality assurance of the project baselines. Child-Friendly Education Systems, as defined in the Global Education Strategy 2019-2030, places far greater emphasis on learning as the key determinant of programmatic success. The previous Child Friendly Schools programme was globally evaluated as overly focused on inputs (e.g., the built environment) and processes (e.g., participation) and insufficiently focused on learning outcomes. Child Friendly Systems comprises three basic components:

- Learning environments: inputs and outcomes linked to child well-being and learning, i.e., protection, health, gender equality (one key lesson to date is that an enabling school environment is a necessary but not sufficient condition for learning).
- Pedagogies: that place learners at the center (e.g., activity-based learning; personalized and adaptive learning; teaching at the right level), based on the child's capabilities and engaging children on the basis of their capabilities and learning levels.
- Learning outcomes: as the single most important result of the schooling process; including but not limited to foundational skills of basic literacy and numeracy and transferable skills.

All of these are challenging to monitor and evaluate, and support is needed at the design and setup stage to equip the programme staff to effectively do this. Therefore, to support this strategic shift, monitoring and evaluation systems need to be expertly designed to be able to capture this learning and the effectiveness and impact of the projects through technically robust indicators. The Monitoring and Evaluation across all the projects under the Child-Friendly Education Systems framework should have a harmonized and common approach and M&E framework.

Purpose of Assignment:

1. To support the Child-Friendly Schools evaluation (2001-2020) through coordination, review of documentation and data sources, review of analysis and through expert input into the methodology and tools design proposed by the institutional contractor who carries out the evaluation.
2. To develop a common M&E framework for the Child-Friendly Education Systems work (2021-25), including identifying sets of indicators and working with the education team to establish project baselines, conduct initial analysis and recommending adjustments to project designs.

Major Duties and Responsibilities:

Description/ Scope of assignment:		
Task	Deliverables	Deadline
Assignment 1: support Child-Friendly-School Evaluation (2011-2020)		

To review the available sources for the CFS evaluation from the previous project cycles (2001-2020) and assess any evaluability and quality issues.	List of evaluation documentation, capturing any known quality or evaluability issues Evaluability assessment	Aug. 2022
To co-ordinate with the international contractor (once commissioned) on a regular basis, record progress and provide ongoing M&E technical input and/or comments.	Monthly progress reports Feedback to international contractor on methodology, tools and other technical issues	Monthly
Assignment 2: develop a common M&E framework for the Child-Friendly Education Systems work (2021-25)		
To design a common M&E framework and supporting toolkit for the seven projects that are part of Child-Friendly Systems work (2021-25).	M&E framework Assessment toolkit Selected indicator	Sep 2022
To provide M&E related training for programme staff and counterparts on protocols of programme monitoring and evaluation, design of training manual and management tools and quality checklist as appropriate.	Project management plans Internal Number of Training conducted	Mar. 2023
To support projects build baselines, using the common framework and toolkit. Review baseline data and make recommendations to project plan.	Projects baselines Project Recommendations	June 2023
Provide ongoing M&E related support and trouble-shooting support to education programme staff		June 2023

Start Date: July 2022

End Date: June 2023

Total Duration: 11.5 months

Individual Contractor's Qualification Requirements:

- Minimum Academic Qualifications required and disciplines:**

Master's degree in education, statistics, monitoring and evaluation, human resource development, international development or another related field

- Knowledge/Experience/Expertise/Skills required:**

- At least 5 years of relevant work experience in monitoring and evaluation of multi-sectoral programs, including in education and/or social development areas of work in China;

- At least 3 years of experience in leading design and planning monitoring and evaluation framework, log frames, TOC of programmes, particularly those linked to social sectors, evaluation, survey implementation, advanced statistical research;
- A least 3 years of practical experience in survey design using quantitative and qualitative methods, survey administration, analysis and reporting would be an asset
- Excellent inter-personal, mentoring, facilitation, and communication skills.
- Flexibility and experience in working remotely;
- Fluency in Chinese and English (both oral and written) is required.
- Familiarity with UN system in China or other countries is an asset.

☒ National ☐ International ☐ Both

Individual Contractor selection method:

☐ Competitive Selection (Roster)

☐ Competitive Selection (Advertisement/Desk Review/Interview)

Child Safeguarding

Is this project/assignment considered as “[Elevated Risk Role](#)” from a child safeguarding perspective?

☐ YES ☒ NO If YES, check all that apply:

Direct contact role ☐ YES ☒ NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

Child data role ☐ YES ☒ NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

☐ Home Based ☒ Office Based:

If office based, seating arrangement identified: ☐

IT and Communication equipment required: ☒

Internet access required: ☒
