

Title: Consultancy - Education Research Data Must Speak (DMS)	Type of engagement <input type="checkbox"/> Consultant <input checked="" type="checkbox"/> Individual Contractor	Duty Station: UNICEF Office of Research Innocenti (Home-based)
<p>Background:</p> <p>The UNICEF Office of Research-Innocenti (UNICEF-Innocenti) is the dedicated research office of UNICEF. It undertakes and commissions research on emerging or current issues of relevance for children in order to inform the strategic directions, policies and programmes of UNICEF and its partners. UNICEF-Innocenti explores emerging issues, identifies research gaps, brings together existing research, and supports or undertakes new research and data collection to address critical questions and to inform global debates.</p> <p>Data Must Speak (DMS), a programme led by UNICEF headquarters and implemented with Governments, UNICEF Regional Offices, and Country Offices since 2014, provides country-specific technical support and capacity strengthening to Ministries of Education and school communities for more effective and transparent data use at school and system levels. DMS also includes a research component co-funded by the Global Partnership for Education (GPE)/International Development Research Centre (IDRC) global programme for Knowledge and Innovation Exchange (KIX), Jacobs Foundation, Norad, Hewlett Foundation, Schools2030, and UNICEF Internal resources.</p> <p>Despite the learning crisis, even in the most difficult contexts, there are some diamonds, the “positive deviant” schools: those that are outperforming (in terms of learning, gender, and equity) other schools in the same context and with the same resources. Unfortunately, most of the time, the “positive deviant” schools are not identified and very little is known about the “positive deviant” practices and behaviours being implemented in those schools (or around) that make them perform better than the others. And even less is known about the “implementation gap” in service delivery: how to incentivize and scale up these “positive deviant” practices and behaviours in the less performing schools.</p> <p>The DMS research component has been designed to address these gaps in evidence generation and use at country level for policy and implementation changes, using mixed methods including quantitative research, social science, behavioural insights approaches, scaling science, and implementation research. The research project is currently taking place in 13 countries: Brazil, Burkina Faso, Cote d'Ivoire, Ethiopia, Ghana, Madagascar, Mali, Nepal, Niger, Lao PDR, Tanzania, Togo, and Zambia. The research will continue to expand to new geographies in 2021/2022.</p> <p>Objective(s):</p> <p>The contractor will support the DMS research team to implement this mixed-methods research that aims at supporting education systems to identify positive deviant school-level practices/behaviours, finding how to optimally scale them to low-performing schools, and more generally, strengthening data use within Ministries of Education.</p> <p>The contractor will support the smooth implementation of the UNICEF Innocenti DMS research by supporting Ministries of Education in i) accessing, cleaning, and linking administrative education datasets, ii) supporting the quantitative data analysis to identify positive deviant schools in each given context; iii) contributing to country, regional, and global synthesis reports. These tasks will be done hand-in-hand with Ministries of Education, UNICEF country offices, regional offices and headquarters and development partners at the country level and will put emphasis on ‘learning-by-doing’ capacity strengthening activities.</p>		

Scope of Work:

To achieve the objectives above, the individual contractor will perform the following activities:

- Review and map existing education-related administrative datasets such as EMIS, learning assessments (e.g. depending on context: EGRA/EGMA; PASEC; SACMEQ; SEA-PLM; PISA; and others), and household surveys (e.g. MICS; DHS...) in participating countries.
- Support the cleaning, merging, and integration of education datasets in participating countries.
- In close collaboration with the DMS quantitative researchers, perform data analysis on the resources and contextual factors that are associated with school performance (in terms of learning outcomes, gender & equity, and retention) from the previously merged datasets and other school indices created in countries that have received previous DMS technical support.
- When needed, support the DMS quantitative researchers in strengthening the capacity of Ministries of Education and UNICEF field offices and through trainings and 'learning-by-doing' activities related to database management and data analysis.
- Support the DMS research team in writing country, regional, and global level reports, literature reviews, and other dissemination outputs (blog posts, PowerPoint presentations...).
- Support, when necessary, the overall READ agenda contributing to its annual workplan

Supervisor: Renaud Comba, Project Coordinator, rcomba@unicef.org

Start Date:
01/11/2021

End Date:
15/10/2022

Number of Days (working): Full-time

Work Assignment Overview			
Tasks/Milestone:	Deliverables/Outputs:	Timeline	
Review and mapping of existing country-level education administrative datasets (i.e. EMIS, learning assessment(s), household survey(s), schools profile cards...) in country A. Cleaning and linking of administrative datasets, hand-in-hand with DMS Quantitative researchers, in countries A & B	2 Mappings in Countries A & B 2 Linked datasets in Countries A & B	November 30 th , 2021	
Supporting the data analysis of resources and contextual factors associated with school performance (learning, gender & equity, retention) from existing/merged datasets (including school indices) and related research briefs in countries A & B	2 progress reports from quantitative analysis in Countries A & B	December 31 st , 2021	
Review and mapping of existing country-level education administrative datasets (i.e. EMIS, learning assessment(s), household survey(s), schools profile cards...) in country A. Cleaning and linking of administrative datasets, hand-in-hand with DMS Quantitative researchers, in countries C & D	2 Mappings in Countries C & D 2 Linked datasets in Countries C & D	January 31 st , 2022	
Supporting the data analysis of resources and contextual factors associated with school performance (learning, gender & equity, retention) from existing/merged datasets (including school indices) and related research briefs in countries C & D	2 progress reports from quantitative analysis in Countries C & D	February 28 th , 2022	
Review and mapping of existing country-level education administrative datasets (i.e. EMIS, learning assessment(s), household survey(s), schools profile cards...) in country A. Cleaning and linking of administrative datasets, hand-in-hand with DMS Quantitative researchers, in countries E & F	2 Mappings in Countries E & F 2 Linked datasets in Countries E & F	March 31 st , 2022	
Supporting the data analysis of resources and contextual factors associated with school performance (learning, gender & equity, retention) from existing/merged datasets (including school indices) and related research briefs in countries E & F	2 progress reports from quantitative analysis in Countries E & F	April 30 th , 2022	
Review and mapping of existing country-level education administrative datasets (i.e. EMIS, learning assessment(s), household survey(s), schools profile cards...) in country A. Cleaning and linking of administrative datasets, hand-in-hand with DMS Quantitative researchers, in countries G & H	2 Mappings in Countries G & H 2 Linked datasets in Countries G & H	May 31 st , 2022	
Supporting the data analysis of resources and contextual factors associated with school performance (learning, gender & equity, retention) from existing/merged datasets (including school indices) and related research briefs in countries G & H	2 progress reports from quantitative analysis in Countries G & H	June 30 th , 2022	
Review and mapping of existing country-level education administrative datasets (i.e. EMIS, learning assessment(s), household survey(s), schools profile	2 Mappings in Countries I & J 2 Linked datasets in Countries I & J	July 31 st , 2022	

cards...) in country A. Cleaning and linking of administrative datasets, hand-in-hand with DMS Quantitative researchers, in countries I & J			
Supporting the data analysis of resources and contextual factors associated with school performance (learning, gender & equity, retention) from existing/merged datasets (including school indices) and related research briefs in countries I & J	2 progress reports from quantitative analysis in Countries I & J	August 31 st , 2022	
Contribution to other workstream of the READ unit and of the other OoR units (research proposal, review of research briefs and reports, Best of UNICEF Research review, other reviews and inputs)	Support to other workstreams provided	September 30 th , 2022	
Contribution to other workstream of the READ unit and of the other OoR units (research proposal, review of research briefs and reports, Best of UNICEF Research review, other reviews and inputs)	Support to other workstreams provided	October 15 th , 2021	
Travel International (if applicable)	In up to 2 participating countries depending on the COVID-19 situation	2021-2022	
Minimum Qualifications required:	Knowledge/Expertise/Skills required:		
<input checked="" type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other Enter Disciplines: Economics, statistics, education, or related social sciences.	<ul style="list-style-type: none"> • Advanced university degree with at least one year of professional experience or combination of first university degree combined with two additional years of experience. • Proven professional work experience in the areas of economics, education research, statistics, database management, or a related field. • Very strong data management, coding, quantitative research, and data analysis skills. • Advanced knowledge of statistical analysis software packages. Stata is required. Python, R, SPSS, or other software are assets. • Good knowledge of database management software packages (e.g. SQL, Access...) preferred. • Excellent written and oral communication skills. • Demonstrated ability to work well as part of a team and to forge and manage partnerships with internal and external stakeholders. • Commitment to UNICEF's core values of care, respect, integrity, transparency, and accountability. • Ability to work in a multicultural, multi-ethnic environment. Experience working in the UN or other international development organizations is an asset. • Fluency in English required. Good working knowledge of French and/or Portuguese preferred. Fluency in another UN language (Arabic, Chinese, French, Russian) will be an asset. 		

