

TEMPORARY APPOINTMENT: Education Specialist (Data, Monitoring & Reporting) – NOC	
UNICEF Malawi is seeking to engage a temporary appointment to provide leadership and technical support in data and monitoring of the Education & Adolescents Development and Participation (EADP) programme. The focus will be on the data as well as quality internal and external EADP reporting.	
Engagement contract	Temporary Appointment
Post Level	NOC
Location	Lilongwe, Malawi
Duration	364 days
Supervisor	Chief of Education & Adolescents Development and Participation (EADP) Programme
Funding details	SC210632
	2690/A0/06/022/006/008 – Education System Strengthening

1. ORGANIZATIONAL CONTEXT

The fundamental mission of UNICEF is to promote the rights of every child, everywhere, in everything the organization does in programmes, advocacy and in operations. The equity strategy, emphasizing the most disadvantaged and excluded children and families, translates this commitment to children’s rights into action. For UNICEF, equity means that all children have an opportunity to survive, develop and reach their full potential, without discrimination, bias, or favouritism. To the degree that any child has an unequal chance in life in its social, political, economic, civic, and cultural dimensions her or his rights are violated. There is growing evidence that investing in the health, education, and protection of a society’s most disadvantaged citizens addressing inequity not only will give all children the opportunity to fulfil their potential, but also will lead to sustained growth and stability of countries. Therefore, the focus on equity is so vital. It accelerates progress towards realizing the human rights of all children, which is the universal mandate of UNICEF, as outlined by the Convention on the Rights of the Child, while also supporting the equitable development of a nation.

Strategic office context: The overall goal of the UNICEF Malawi Country Programme of Cooperation, 2019-2023, is to contribute to the Government of Malawi’s efforts to implement and decentralize policies related to children, focusing on the most disadvantaged and deprived, to have their rights progressively respected and fulfilled so they can survive, grow and develop to their full potential in an inclusive and protective society. The country programme is aligned with country and UNICEF regional and global priorities and expected to contribute to the Malawi Growth and Development Strategy (MGDS) III, 2018-2022, and the United Nations Development Assistance Framework (UNDAF), 2019-2023, while concurrently working toward the achievement of the Sustainable Development Goals (SDGs).

Since 2018, UNICEF has been supporting the Ministry of Education (MoE) in developing a web-based Education Management Information System (EMIS) for Malawi. The education data provides information for a wide range of planning and programming purposes. Accurate and reliable data collection and analysis is needed to facilitate the planning and management of a fast growing and emerging education system. An accessible and responsive EMIS is therefore pivotal. Currently, a web-based EMIS system has been set up with the support from UNICEF and needs to be upgraded with an offline mobile feature to address the connectivity challenges in the country. UNICEF has been supporting the MoE in rolling out the web-based system and will provide financial and technical support for the offline functionality of the web-based EMIS to ensure the institutionalisation of the offline functionality of the web-based system in 2023.

To ensure an efficient implementation of the EADP programme, a results-based planning, monitoring and reporting system has to be in place. To set up and implement such a system requires a dedicated Education Specialist (Data, Monitoring & Reporting) on temporary appointment to ensure EADP reporting is accurate and of the highest standards. In addition, the incumbent will assist in writing funding proposals to secure additional funding for UNICEF Malawi EADP programming.

To support the MoE in the sustainable development of a web based EMIS with offline functionality is a key UNICEF contribution to education systems strengthening and requires a high degree of liaison with, and capacity building of MoE officials. The development and implementation of a results based EADP planning, monitoring and reporting system is highly technical and dedicated technical assistance for preparing funding proposals is required to assist the EADP programme in securing additional funds for UNICEF Malawi programming in the future. The Education Specialist (Data, Monitoring & Reporting) will therefore be required to support the MoE and EADP programme to further strengthening data, monitoring and reporting in the Education sector.

2. PURPOSE OF THE JOB

Under the supervision of the Chief of EADP Programme, the Education Specialist (Data, Monitoring & Reporting) will be responsible for the UNICEF support to the rollout of the web based EMIS with offline features that will also be used during emergencies. The Education Specialist will also provide technical support to EADP team on result-based programme planning, monitoring, and reporting, conducting education studies and a mid-term evaluation, and writing funding proposals.

3. KEY FUNCTIONS, ACCOUNTABILITIES AND RELATED DUTIES/TASKS

Summary of key functions/accountabilities:

a) Support the functionality of the web based EMIS and wider EMIS operations

- Monitor and evaluate performance of the web-based system with stakeholders and coordinate and recommend next steps to refine the system.
- Support the dissemination of EMIS reports at the national and sub-national levels.

- Complete the rollout of the web based EMIS system (covering at least 50% of education districts).
 - Support the MoE EMIS team to harmonise and integrate data systems within the MoE.
 - Support data collection and analysis for education emergency responses.
- b) Support EADP internal and external planning, monitoring and reporting tasks as well as Funding Proposals**
- Set up a system to further strengthen EADP data collection and analysis, monitoring and reporting.
 - Analyses of data from multiple sources to identify child deprivations related to education indicators.
 - Provide the EADP programme with data needs and review donor reports for quality assurance.
 - Review, consolidate and conduct quality assurance for EADP End of Year (2023) Results Assessment Module (RAM) reporting.
 - Support in planning for the MoE-UNICEF joint monitoring, mid and annual review of the 2023 work plan and 2024 planning.
 - Support the EADP team in writing successful funding proposals.
 - Support the UNICEF Research and Knowledge management team in the mid-term evaluation of the Joint-Programme on Girls Education III.
 - Support Joint Programme Girls Education III (JPGE III) coordinators in populating the JPGE indicator tracking sheet.
 - Lead and convene the JPGE III monitoring task team.

4. QUALIFICATIONS

Education

- An advanced university degree in Education, Statistics, Population Studies, Monitoring and Evaluation, Social Sciences or a related technical field is required.
- Training and/or familiarity with information systems and communication technologies is highly desirable.

Experience

- A minimum of five years of experience in designing, managing, implementing and monitoring education programmes working with systems design and research applying Statistical Package for Social Sciences or Microsoft Access in developing countries is required.
- Experience in education programme planning, monitoring, and reporting is required.

Expected technical knowledge and skills

- Excellent knowledge of computer applications including programming, Microsoft Excel and Access. Familiarity with digital data gathering platforms and software; understanding geospatial data is required.
- Education and policy sector analysis capacity, including understanding of the core education data sets, indicators, tools for analysis of equity, determinants of student access and learning,

budget, cost and financing, education system management, political economy and application to education policy and strategic planning is required.

- Education sector planning knowledge/ability, including the range of modalities for delivering education, linkages between different sub-sectors (e.g., Early Childhood Development, Primary, Secondary, Inclusive Education), cost-effectiveness and efficiency issues, key institutional structures, components and processes, as well as governance issues is highly desirable.
- Excellent skills in collecting and analysing disaggregated data and managing data systems, such as EMIS is required.
- Very strong report writing is required
- Strong ability to support policy dialogue: Translation of analytical findings and evidence into development programme and policy discussions around equity and learning with partners, including government, development partners, Civil Society Organisations and academia in relevant areas is highly desirable.
- Good understanding of gender, inclusion and equity issues in relation to education and application of gender / equity analysis to policy and planning in education is highly desirable.
- Proven ability to manage relationships with partners, including government ministries, youth coalitions, universities, intellectual leaders, UN organizations, NGOs and the private sector is required.

Language

- Strong communication skills, including strong written and spoken English language appropriate for diverse audiences and purposes is required.

5. COMPETENCIES

Core Values

- Care, Respect, Integrity, Trust, Accountability and Sustainability (CRITAS).

Core Competencies

(1) Builds and maintains partnerships (2) Demonstrates self-awareness and ethical awareness (3) Drive to achieve results for impact (4) Innovates and embraces change (5) Manages ambiguity and complexity (6) Thinks and acts strategically (7) Works collaboratively with others