

United Nations Children's Fund

**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS**

Title		Type of engagement <input checked="" type="checkbox"/> Consultant (ZCON) <input type="checkbox"/> Individual Contractor Part-Time	Duty Station:  Home-based
<p><b>1. Purpose of the assignment</b>            The purpose of this assignment is for an international consultant to support UNICEF to plan and develop tools to support comprehensive data collection, reporting and management related to early grade learning support being provided through Phase 3 of the Rural and Remote Education Initiative for Papua provinces, a partnership between UNICEF Indonesia and Australia's Department of Foreign Affairs and Trade (DFAT). In undertaking this work, the consultant, will work with UNICEF, and its government and non-government implementing partners at national and sub-national levels to collect data for results monitoring. The consultant will be required to provide quality review of other major evaluation activities.</p> <p><b>2. Background</b>            The Government of Indonesia (GoI) has made impressive progress towards universal education over the past few decades, particularly at primary education level, in which the country is close to achieving universal access. Despite this progress, Indonesia continues to lag behind in terms of learning outcomes and is facing a 'learning crisis', with multiple dimensions, as reflected in large proportions of children and youth lacking the foundational literacy and numeracy skills, as well as the transferrable skills needed for life and work in the 21st century. National and international student learning assessments alike have revealed low achievement among Indonesian children in literacy, mathematics and science. At the primary education level, the Indonesian National Assessment Program (INAP) in 2016 showed that only 53 per cent of children in grade 4 reached the minimum proficiency in reading, 23 per cent in mathematics and 26 per cent in science.</p> <p>These results are concerning, as research and experience shows low performance in reading is a strong predictor and determinant of performance in other subject areas. Therefore, based on this evidence, addressing the learning crisis needs to begin with improving children's basic literacy skills from the very beginning of their schooling.</p> <p>Other dimensions of this learning crisis relate to socio-economic status, geographic location and gender. The results of the 2018 Program for International Student Assessment (PISA), which measures 15-year old's reading, mathematics and science proficiencies, showed students with the highest socioeconomic status (SES) are 2.6 times more likely to achieve minimum proficiency in reading than those with the lowest SES. Furthermore, the 2016 INAP results reveal significant geographic disparities, with children in the eastern regions of Indonesia, such as those in the Papua Provinces, consistently performing lower than the national average across all subjects.</p> <p>Against this backdrop, UNICEF has been providing technical support to schools, districts and provinces since 2010 to improve the quality of education in the most disadvantaged regions, with particular attention to Papua and West Papua. This work has been undertaken in three phases and delivered through a longstanding partnership with Australia's aid programme through DFAT. Under phase 2 of the programme, from 2015, the Early Grade Literacy (EGL) approach was introduced and piloted as a concrete program to improve reading in primary schools in Papua and West Papua. An early grade literacy baseline study, also conducted in 2015, assessed reading proficiencies of grade 2 and 3 students in rural and remote schools in these provinces. Concerningly, over 50 per cent of grade 2 and 3 students were classified as non-readers and only 12 per cent classified as reading fluently with comprehension. In remote rural schools in Papua, the percentage of non-readers was alarmingly much higher, at 62 per cent.</p> <p><b>2.1 Rural and Remote Education Initiative for Papua provinces Phase 3</b></p>			

The current phase of the Rural and Remote Education Initiative for Papua provinces, which began implementation from late September 2021,<sup>1</sup> has an overall goal to improve children’s learning outcomes in Papua and West Papua provinces.

To achieve this goal, this phase of the programme was designed around three key pillars, each addressing selected constraints that negatively impact on the education of children living in rural and remote areas of Papua and West Papua. Through these three pillars, quality and increased quantity of teaching and learning materials are being provided, as well as professional training, coaching and technical assistance to improve the quality of basic education services, with a specific emphasis on improving early grade learning outcomes of students in grades 1, 2 and 3. The focus areas under the three pillars are described below.

*Pillar 1: School level strengthening*

The focus of school level activities under Pillar 1 is threefold. Firstly, demonstrating to local governments through working in a limited number of schools how improving the quality of teaching of foundational skills (literacy and numeracy) can have a positive impact on student learning outcomes as well as other benefits, and show how this can be achieved with limited resources that are available locally. Secondly, providing interventions that target children experiencing extreme vulnerabilities where the capacity of local government to provide quality education for these children is low. Thirdly, extending the reach and impact of the program through ‘value added’ activities, including digitalisation of teaching and learning materials for early grades for use in the Papua context.

*Pillar 2: District level system strengthening*

Pillar 2 is the core component related to scaling-up and longer-term sustainability, as it focuses on providing technical support to local governments to enable them to effectively promote the attainment of foundational skills, including literacy and numeracy, within their districts, as well as linking them with national and provincial level government initiatives that will support this process. Activities under Pillar 2 include support for inclusion of foundational teaching and learning skills related to literacy and numeracy in district level planning and budgeting.

*Pillar 3: Evidence Generation*

Pillar 3 is comprised of three key activities that are focused on providing evidence to support the implementation of the other two pillars. These three activities include assessment of the impact of improving early grades literacy and numeracy quality; developing a roadmap for scaling up; and identifying ways in which a significant barrier to wider implementation of foundational literacy and numeracy skills – teacher absenteeism – can be addressed.

**3. Scope of Work:**

The international consultant will engage and work closely with UNICEF Indonesia’s education team, including team members located in Jakarta and Papua Field Offices, in a remote operating/home-based capacity, to carry out the following specific tasks, in line with the timeline developed by UNICEF.

- Quality review the existing M&E framework for the Rural and Remote Education Initiative for Papua provinces, and propose revisions to enhance its quality, included in this task, provide recommendations for annual targets, until programme end, as well as consideration of Gender Equality, Disability, and Social Inclusion (GEDSI) dimensions.
- Based on the existing M&E framework for the initiative for Papua provinces, develop data collection protocols and tools for timely data collection, tracking and analysis of key programme activities to facilitate UNICEF education team’s planning and reporting requirements. Ensure the tools adequately cover the collection of sex and disability disaggregated data;
- Develop standards and conduct data quality assessments to support efficient collection of high-quality data from implementing partners;
- Design high-quality data products to communicate results to a variety of audiences, including data products, dashboards and infographics;

<sup>1</sup> DFAT provided final approval of the Rural and Remote Education Initiative for Papua province’s Implementation Plan on 27 September 2021.

- Design quantitative and/or qualitative M&E tools to measure programme performance and impact of early grade learning investments. This may include the development of case studies, sample trainee surveys and other evaluation approaches and methods, among other things; and
- Support and mentor UNICEF staff and government and non-government implementing partners at national and sub-national levels through on-the-job training (remotely delivered) to implement the newly developed data collection protocols, tools and associated reporting templates.
- Provide input into district and provincial-level EGL planning documents, including their M&E plans and associated data collection protocols and tools, particularly to promote the capturing of GEDSI-related issues.
- All M&E tools developed, and data products to communicate results produced will need to be underpinned by principles to advance GEDSI dimensions as part of programme implementation. These deliverables must include provision for the collection and analysis of sex and disability-disaggregated data at all levels of the programme; to be collected amongst target groups, as appropriate.

<b>Supervisor:</b>	<b>Start Date:</b>	<b>End Date:</b>	<b>Number of Days (working)</b>
Annisa Elok Budiyani	<i>1 April 2022</i>	<i>30 September 2022</i>	<i>96 working days within 6 months duration</i>

<b>*Work Assignment Overview (SMART)</b>			
As the M&E consultant will be working on a part time basis with UNICEF Indonesia's education team, deliverables are structured around re-occurring activities, which will be delivered and reported on a monthly basis over the life of the contract.			
<b>Tasks/Milestone:</b>	<b>Deliverables/Outputs:</b>	<b>Timeline</b>	<b>Estimate Budget (USD)</b>
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> <li>Review all programme documents and other documents relevant to the programme to better understand M&amp;E requirements.</li> <li>Conduct consultations UNICEF education team members and implementing partners, as appropriate.</li> <li>Support the review of the programme's M&amp;E targets/framework, including confirmation of annual targets with reference to key programme documents.</li> <li>Identification and confirmation of data protocols, collection methods and means of verification as part of the revision of the programme's M&amp;E targets/framework.</li> <li>Review current data collection practices by UNICEF government and non-government implementing partners and start to identify needed M&amp;E tools and reporting templates to enable good quality and comprehensive reporting under the programme's M&amp;E framework.</li> <li>Preparation of ad-hoc briefing and reporting documents related to M&amp;E strengthening work for the EGL programme.</li> </ul>	<p><b>Deliverable #1:</b></p> <ul style="list-style-type: none"> <li>Inception report with proposed work plan, of 5 pages, excluding annexes.</li> <li>A monthly progress report, of approximately 5 pages, excluding annexes, with results, challenges and way forward.</li> </ul>	<p>30 April 2022 (16 days)</p>	
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> <li>Finalise the revision of the programme's M&amp;E targets/framework, including confirmation of annual targets with reference to key programme documents.</li> <li>Continue to review current data collection practices by UNICEF government and non-government implementing partners and identify needed M&amp;E protocols, tools and reporting templates to enable good quality and comprehensive reporting, including on GEDSI-related issues and data.</li> <li>Provide input into district and provincial-level EGL planning documents, including their M&amp;E plans and associated data collection tools, as appropriate. Included in this, provide quality assurance review of EGL baseline student assessment studies conducted by district government, as required.</li> <li>Preparation of ad-hoc briefing and reporting documents related to M&amp;E strengthening work for the EGL programme.</li> </ul>	<p><b>Deliverable #2:</b> A monthly progress report of approximately 5 pages, excluding annexes, with results, challenges and way forward.</p> <p>The monthly progress report should include as an annex to the report containing:</p> <ul style="list-style-type: none"> <li>The revised M&amp;E framework for the programme, including proposed annual targets.</li> <li>Recommendations for implementing partner capacity development to improve data collection methods and reporting.</li> </ul>	<p>31 May 2022 (16 days)</p>	

<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> <li>• Start to develop standards and conduct data quality assessment to support the efficient collection of high-quality data from implementing partners, including to inform the design of data collection protocols, tools and reporting templates.</li> <li>• Commence the development of fit for purpose data collection protocols, tools (quantitative and qualitative) and reporting templates for timely data collection, tracking and analysis of key programme activities to facilitate UNICEF education team’s planning and reporting.</li> <li>• Ensure the data collection protocols, tools and reporting templates developed can adequately measure the impact of the early grade learning programme, including GEDSI dimensions.</li> <li>• Start the design of high-quality data products to communicate results to a variety of audiences, including data products, dashboards and infographics.</li> <li>• Support and mentor UNICEF staff and government and non-government implementing partners at national and sub-national levels through on-the-job training (remotely delivered) to quality test the new data collection protocols, tools and reporting templates, to ensure they are fit for purpose.</li> <li>• Provide input into district and provincial-level EGL planning documents, including their M&amp;E plans and associated data collection protocols and tools, as appropriate. Included in this, provide quality assurance review of EGL baseline student assessment studies conducted by district government, as required.</li> <li>• Preparation of ad-hoc briefing and reporting documents related to M&amp;E strengthening work for the EGL programme.</li> </ul>	<p><b>Deliverable #3:</b> A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges and way forward.</p> <ul style="list-style-type: none"> <li>• This report should include draft designs for data collection tools and reporting templates to address existing results information gaps/needs.</li> <li>• Update on capacity development support provided to implementing partners, including any ongoing needs.</li> </ul>	<p>30 June 2022 (16 days)</p>	
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> <li>• Finalise the development of standards and data quality assessment to support the efficient collection of high-quality data from implementing partners, including to inform the design of data collection protocols, tools and reporting templates.</li> <li>• Finalise the development of fit for purpose data collection protocols, tools (quantitative and qualitative) and reporting templates for timely data collection, tracking and analysis of key programme activities to facilitate UNICEF education team’s planning and reporting.</li> <li>• Ensure the data collection protocols, tools and reporting templates developed can adequately measure the impact of the early grade learning programme, including GEDSI dimensions.</li> <li>• Test and confirm the design of high-quality data products to communicate results to a variety of</li> </ul>	<p><b>Deliverable #4:</b> A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges and way forward.</p> <p>This report should include:</p> <ul style="list-style-type: none"> <li>• Final designs for data collection protocols, tools and reporting templates to address existing results information gaps/needs.</li> <li>• Proposed designs for high-quality data products to communicate results to a variety of audiences, including data products, dashboards and infographics.</li> </ul>	<p>31 July 2022 (16 days)</p>	

<p>audiences, including data products, dashboards and infographics.</p> <ul style="list-style-type: none"> <li>• Support and mentor UNICEF staff and government and non-government implementing partners at national and sub-national levels through on-the-job training (remotely delivered) to quality test and apply the new data collection protocols, tools and reporting templates.</li> <li>• Provide input into district and provincial-level EGL planning documents, including their M&amp;E plans and associated data collection protocols and tools, as appropriate. Included in this, provide quality assurance review of EGL baseline student assessment studies conducted by district government, as required.</li> <li>• Preparation of ad-hoc briefing and reporting documents related to M&amp;E strengthening work for the EGL programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Update on capacity development support provided to implementing partners, including any ongoing needs.</li> </ul>		
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> <li>• Finalise the design of high-quality data products to communicate results to a variety of audiences, including data products, dashboards and infographics; and ensure these products are user-friendly.</li> <li>• Support and mentor UNICEF staff and government and non-government implementing partners at national and sub-national levels through on-the-job training (remotely delivered) to quality test and apply the new data collection tools and reporting templates.</li> <li>• Provide input into district and provincial-level EGL planning documents, including their M&amp;E plans and associated data collection protocols and tools, as appropriate. Included in this, provide quality assurance review of EGL baseline student assessment studies conducted by district government, as required.</li> <li>• Preparation of ad-hoc briefing and reporting documents related to M&amp;E strengthening work for the EGL programme.</li> </ul>	<p><b>Deliverable #5:</b> A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges and way forward.</p> <ul style="list-style-type: none"> <li>• This report should include final designs for high-quality data products to communicate results to a variety of audiences, including data products, dashboards and infographics.</li> <li>• Update on capacity development support provided to implementing partners, including any ongoing needs.</li> </ul>	<p>31 August 2022 (13 days)</p>	
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> <li>• Using M&amp;E data collected with the newly introduced M&amp;E tools and reporting templates populate the high-quality data products with updated data to communicate results to a variety of audiences, including data products, dashboards and infographics; and ensure these products are user-friendly.</li> <li>• Support and mentor UNICEF staff and government and non-government implementing partners at national and sub-national levels through on-the-job training (remotely delivered) to quality test and apply the new data collection protocols, tools and reporting templates.</li> </ul>	<p><b>Deliverable #6:</b> Final Report, of approximately 15 pages, excluding annexes, with a summary of results achieved over the period of the consultancy, lessons learned and recommendations.</p>	<p>30 September 2022 (19 days)</p>	

<ul style="list-style-type: none"> <li>• Provide input into district and provincial-level EGL planning documents, including their M&amp;E plans and associated data collection protocols and tools, as appropriate. Included in this, provide quality assurance review of EGL baseline student assessment studies conducted by district government, as required.</li> <li>• Preparation of ad-hoc briefing and reporting documents related to M&amp;E strengthening work for the EGL programme.</li> </ul>			
<b>Total number of input days<sup>2</sup></b>		96 days	

<p><b>Minimum Qualifications required:</b></p> <p><input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p><b>Enter Disciplines:</b> A Post Graduate degree in education, statistics, monitoring and evaluation, human resource development, international development or another related field.</p>	<p><b>Knowledge/Expertise/Skills required:</b></p> <ul style="list-style-type: none"> <li>• At least 5 years of relevant work experience in monitoring and evaluation of multi-sectoral programs, including in education and/or human resource development or other related areas of work;</li> <li>• At least 3 years of practical experience in working with statistical packages like STATA/SPSS is an asset.</li> <li>• At least 3 years of experience in design and planning monitoring and evaluation framework, log frames, TOC of programmes, particularly those linked to social sectors, evaluation, survey implementation, advanced statistical research.</li> <li>• Field work experience in developing countries is required; and experience working in SE Asia and/or in Indonesia considered an asset.</li> <li>• A least 3 years of practical experience in survey design using quantitative and qualitative methods, survey administration, analysis and reporting would be an asset.</li> <li>• Excellent inter-personal, mentoring, facilitation and communication skills.</li> <li>• Flexibility and experience in working remotely;</li> <li>• Fluency in English (both oral and written) is required.</li> <li>• Knowledge of Bahasa Indonesia is an asset, but is not essential.</li> </ul>
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<sup>2</sup> This total number of work days has been calculated based on an average of 16 input days per month.