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| **Title:** LusophoneEducation Quantitative Researcher– Data Must Speak (DMS) Research |  | **Duty Station:** UNICEF Office of Research Innocenti (Florence, IT) |
| **Background:**  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.  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.  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.  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.  **Objective(s):**  The consultant will support the DMS research team to implement this mixed-methods research that aims at supporting education system 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.  The consultant will support the smooth implementation of the UNICEF Innocenti DMS research by supporting Ministries of Education 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. Those tasks will be done hand-in-hand with Ministries of Education, UNICEF country offices, regional offices and headquarters and development partners at country level and will put emphasis on ‘learning-by-doing’ capacity strengthening activities. | | |
| **Scope of Work:**  To achieve the objectives above, the consultant 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 **Lusophone** participating countries. * Clean, link and integrate education data systems to improve their relevance and reliability. This activity will be done hand-in-hand with Ministries of Education, and other relevant stakeholders– ensuring capacity-building in the process. * 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. * Strengthen the capacity of Ministries of Education and UNICEF field offices and through trainings and ‘learning-by-doing’ activities in the areas of database management and data analysis. * Provide guidance and quality assurance on education database management to Ministries of Education and UNICEF field offices. * Support the DMS research team in writing country, regional, and global level reports and other dissemination outputs (blog posts, PowerPoint presentations…). * Contribute to the development of new DMS-related education research proposals. * Support, when necessary, the overall READ agenda contributing to its annual workplan. * Act as a UNICEF resource person in relevant conferences, workshops and meetings, including for dissemination of key research outcomes for effective use at country level. | | |

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| **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 in-country partners, in country A. | 1 Mapping in Country A  1 Linked dataset in Country A | September 30th, 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 country A. | 1 progress report from quantitative analysis in Country A | October 31st, 2021 |
| Draft DMS policy brief for one country | 1 policy brief | November 30th, 2021 |
| Draft DMS report for one country | 1 report | December 31st, 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 B. Cleaning and linking of administrative datasets, hand-in-hand with in-country partners, in country B. | 1 Mapping in Country B  1 Linked dataset in Country B | January 31st, 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 country B. | 1 progress report from quantitative analysis in Country B | February 28th, 2022 |
| Draft DMS policy brief for one country | 1 policy brief | March 31st, 2022 |
| Draft DMS report for one country | 1 report | April 30th, 2022 |
| Writing of at least one research proposal for DMS expansion | 1 research proposal for DMS | May 31st, 2022 |
| Final DMS reports and policy briefs for relevant countries. | Final reports and policy briefs | June 30th, 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 | July 31st, 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 | August 15th, 2022 |
| Travel International (if applicable) | In up to 2 participating countries depending on COVID-19 situation | 2021-2022 |
| **Minimum Qualifications required:** | **Knowledge/Expertise/Skills required:** | |
| Bachelors  Masters  PhD  Other  Enter Disciplines: Economics, database management, statistics, education, or related social sciences. | * A minimum of five years of progressively responsible professional work experience at national or international levels in the areas of education research, database management, education economics, with developing country level experience essential. * Strong quantitative research, database management, and data analysis skills. * Extensive knowledge of database management software packages (e.g. SQL, Access…) and statistical analysis software packages (e.g.. Stata, SPSS, R…). * Excellent written and oral communication skills, including for fundraising purposes. * 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 and Portuguese required; Fluency in another UN language is an asset. | |