



MINISTRY OF
EDUCATION AND
SCIENCE



TERMS OF REFERENCE

for

MONITORING and EVALUATION OFFICER

Title	Finance and Procurement officer of PIU
Duration	3 years
Location	Ulaanbaatar, Mongolia
Reports to	Project Director, Project Coordinator, MES and SCJ
Funded by:	GPE (Global Partnership for Education Project)

I. BACKGROUND

The Global Partnership for Education (GPE), of which Mongolia is a partner, has adopted a new strategic plan for the period 2021-2025, entitled “GPE 2025.” In light of the education challenges that GPE partner countries face, particularly following the pandemic, this plan is an ambitious one and sets out the following goal: “to accelerate progress, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.” To implement the new plan, the GPE made the Education Sector Plan Implementation Grant (ESPIG) Multiplier Grant, dedicated to supporting the implementation of national Education Sector Plans accessible to certain countries to leverage additional external financing for education.

The Ministry of Education and Science (MES) of Mongolia applied for the GPE Multiplier Grant, intending to complement three projects respectively funded and implemented by the Japan International Cooperation Agency (JICA), Korean International Cooperation Agency (KOICA) and Save the Children (SC). These projects are strengthening school feeding as well as equity and inclusion within the education system in Mongolia. The Multiplier will also enable the MES and partners to address the need to recover from the learning loss caused by the COVID-19 pandemic.

In April 2021, the GPE Secretariat approved Mongolia’s expression of interest to access the GPE Multiplier allocation for US\$ 5 million. In July 2021, with the backing of all Local Education Group partners, the MES selected Save the Children (SC) as the Grant Agent for this funding and the GPE Secretariat endorsed the MES selection the following month.

The project has three main components, which are described below:

Component 1: Inclusive education

The MES is strongly committed to ensuring that all children, especially children with special needs, have equal access to quality inclusive education. Within this component, it is aimed that access and quality of education for children with special needs are improved by strengthening capacity of primary and secondary education teachers in public schools.

The Inclusive Education component will complement the ongoing teacher professional development program by further integrating inclusive pedagogy in-service teacher training courses and building the capacities of teachers on inclusive education in primary and secondary schools.

The funds from the GPE also will enable effective support to the implementation of related policies and regulations by allowing an increase of the scope of the current projects implemented by Save the Children and JICA and the involvement of more teachers from mainstream schools.

Component 2: School lunch program

The proposed program would help to implement the Government Action Plan (2020-2024), which aims to increase the budget for student meals and transform primary and secondary schools' "School Snack" program into a "School Lunch Program." The proposed initiative will make a substantial

contribution to enhancing access to education by improving food production and services within schools. It will also result in good improvements in students' eating habits, health, and well-being. With the potential KOICA project aiming at primary and both lower and upper secondary, MES will be able to achieve its plan to provide students with safe, healthy and nutritious food. Through this project target schools will have a renovated and fully equipped meal service area and a Training Center for Dietitians and Chefs will be established at the Mongolian State University of Science and Technology. Other expected outputs include guidelines for school meal service management, enhanced capacity of school cooks and nutrition staff and improved awareness of stakeholders of the importance of healthy school meals.

Component 3: Learning Loss Recovery

The component on 'Learning Loss Recovery' will support the MES to further mobilize the education partners to jointly design and implement a professional development program for education personnel and in-service teachers. The Teacher Professional Development program will improve teachers' classroom and online teaching methodologies, as well as their confidence in delivering blended learning.

To accelerate the education recovery, the MES wishes to prioritize blended learning, which is a combination of online instructions and self-paced learning with classroom teaching. This component will design a blended learning model, that will be piloted in primary and secondary schools (number to be determined). The integration of the blended learning model in school will enable learners to reconnect to the school environment and engage in a variety of learning opportunities inside and outside the classroom. In case of further school disruption and closure, such a blended learning model could be pivoted to a distance learning program, which will enable learning continuity.

The GPE Multiplier will act as a catalyst, and this component will build on and strengthen the ongoing distance education programs supported by education partners such as UNICEF and the World Bank.

II. SCOPE of WORK

The Monitoring and Evaluation officer is to work on the M&E (Monitoring and Evaluation) arrangements for the project including the Results Framework, oversee data collection for the RF (Results Framework) indicators, provide quality assurance on data collected, and collect relevant data and information from monthly and quarterly progress reports at the project level, and facilitate external evaluation surveys.

III. DETAILED TASKS

Specifically, she/he will:

1. Work as part of a PIU to deliver M&E tasks including baseline, annual, and end line surveys, recurring monitoring, data collection and analysis, feedback and M&E reporting.
2. Lead and closely work with PIU staff, other key partners and beneficiary schools to regularly collect/ enter/ verify/analyze/ data and make timely database adjustments to measure the impact of the project.
3. Generate data (tables/graphs/reports) from the M&E database at a regular basis, ensuring data and reports are available when needed.
4. Monitor and ensure the project Result Framework and its indicators.
5. Assess and identify problems/issues that require improvements are utilizing all elements of the M&E system and database effectively.
6. Build the capacity of PIU staff to develop and maintain an excellent M&E system and enable them to develop excellent reports and other documents
7. Prepare required information, reports, and data on project implementation results for MOF, MES, National Audit Office, and all other stakeholders
8. Prepare monthly, quarterly, and annual Project Implementation reports and submit to the stakeholders and partner organizations.

9. Assist in developing a Project Completion Report to MES
10. The ODAMIS of MOF is updated on a quarterly and annual basis;
11. Perform other duties as required.

IV. QUALIFICATIONS and EXPERIENCES

1. University Degree preferably in Business Administration, Economics or related field.
2. At least 5 years of experience in the design and implementation of M&E in development projects implemented by national/international NGOs/Government.
3. Experience in designing tools and strategies for data collection, analysis, and production of reports;
4. Prior experience in managing and maintaining M&E system and databases, field survey/data collection techniques, data entry, data verification, analysis, and knowledge of online survey tools.
5. General knowledge of statistical or monitoring and evaluation principles
6. Computer skills in MS Office packages including Excel, pivot tables and pivot charts, and other statistical soft wares for data analysis are essential
7. Multi-tasking, coordination, organization, and prioritization skills are strongly preferred.
8. Demonstrated attention to detail, ability to follow procedures, and meet deadlines.
9. Ability to work independently and cooperatively within a team and with other team members required.
10. Excellent verbal communication and interpersonal skills.
11. Proficiency in English (reading, writing, and speaking).
12. Able to travel to the countryside

V. APPLICATION PROCESS

Interested individuals are requested to send his or her resume and a cover letter explaining the reasons for applying for the position, and describing how the candidate's qualifications, skills, and work experiences meet the requirements of the job via email to mongolia.jobs@savethechildren.org, no later than October 14, 2022, 5 PM. We accept the application in PDF format.

Only the short-listed candidates will be contacted and asked to (i) have a job interview with the selection committee; and (ii) provide proof of work experience and original copies of diplomas and certificates at the interview.