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Myanmar Education Quality Improvement Program (My-EQIP) Evaluation Capacity Building Specialist – Terms of Reference

Summary of Position	Australia is seeking a leading world expert in evaluation capacity building to act as a key interlocutor between the Australian Department of Foreign Affairs and Trade and the Myanmar Ministry of Education on an exciting new program – the Myanmar Education Quality Improvement Program (My-EQIP). My-EQIP focuses on building evaluation capacity, systems and culture in the education sector at the beginning of Myanmar's transition to democracy and major development reforms. The Specialist will assist the Ministry of Education (MoE) to strengthen monitoring and evaluation systems and processes and provide high level advice on the progress of the national education reform agenda. The specialist will work closely with the MoE to field technical inputs from a leading innovation panel that will provide responsive, on-the-job technical assistance and capacity building to staff at national and sub-national levels to improve education quality.
Duration	12 months, with the option to extend for up to three additional years (dependent on performance outcomes)
Location*	Nay Pyi Taw, Myanmar (& travel to other locations) Co-located with Program Director in the Ministry of Education, Department of Education Research, Planning and Training (DERPT)
Australia's Adviser Remuneration Framework	Category C, Job Level 4

Education is the flagship of Australia's aid program in Myanmar. Australia has a close working relationship with the Ministry of Education and is a leading development partner as co-chair of the education sector working group. Investment in education makes up nearly 40% of Australia's total aid contributions to Myanmar and is valued at approximately AU\$25 million per year.

In response to the new Government's priorities (refer to background at Annex A), Australia is partnering with the Ministry of Education (MoE) to develop an exciting new program to improve the quality and effectiveness of education in Myanmar. Valued at AU\$20 million over four years (January 2017 to December 2020), the **Myanmar Education Quality Improvement Program** (My-EQIP), aims to improve MoE's evaluation culture, capacity and systems at all levels to improve decision-making and contribute to improved education policy, planning, budgeting, management and teaching. The investment design, currently being developed, is expected to be finished in November 2016 and tendered for mobilisation in early 2017.

My-EQIP is a flexible, demand-driven mechanism that will support the five drivers of change identified in the Government of Myanmar's draft National Education Strategic Plan to facilitate and sustain Myanmar's education reforms, including: quality assurance systems; management structures, systems and tools; human resource capacity; coordination mechanisms; and evidence-based decision-making. While these components are technical and multi-level in nature, the focus of My-EQIP will be on building evaluation culture, capacity, and systems that will inform improvements in teaching and learning.

The Government of Myanmar will own and drive My-EQIP, including identifying priorities and activities. The design, being jointly prepared with the Ministry, is aligned with MoE's governance structure, policy and budget cycle and the Program Director will be a MoE official. The Department of Education Research, Planning and Training (DERPT) will be the primary counterpart for My-EQIP planning and



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coordination, but all Departments will be responsible for implementing their respective My-EQIP activities. My-EQIP will build on existing MoE systems, incrementally, with a focus on priority reforms that will impact the most on education quality. International support provided under My-EQIP will be focused on strengths-based capacity building.

Fostering a culture within the Ministry of Education that strives to constantly improve the quality of teaching and learning through the systematic monitoring and evaluation of education policies and programs will be critical for the success of My-EQIP. Taking a problem-driven iterative approach, focused on supporting the Ministry to find local solutions to locally-defined problems, underpinned by an adaptive learning cycle, will be an important element of the program. Innovation and technology will be used, where possible, to help Myanmar leap-frog ahead and make up for lost time.

My-EQIP will not only focus on the central policy and planning level, but will also empower education managers and teachers at the local and school level to value and use information to deliver improved services. Policy and planning is only as good as the results they generate at the school and class-room level and in many cases, problems are an implementation issue, not a policy issue. Therefore, leadership, ownership and capacity will be required at several levels, including parents and school communities.

In building a culture of education quality, My-EQIP will support the Ministry of Education to strengthen systems, processes and practices to ensure the information being collected is credible, timely, relevant and presented in an accessible format to the targeted user. The ECB Specialist will support the Ministry, and in turn education stakeholders, to use evidence to address the practical problems they face and improve outcomes. The ECB Specialist will be supported by a separately contracted managing contractor that will manage support services and inputs identified by MoE and ECB Specialist to implement My-EQIP activities.

My-EQIP Evaluation Capacity Building (ECB) Specialist

Australia and the MoE are seeking a highly experienced evaluation capacity building (ECB) Specialist to work with the MoE to lay the foundations for and start implementation of My-EQIP during a 12-month start-up phase. If all parties agree and performance is high-quality, the Specialist will be offered the opportunity to continue in the role for the duration of the program to 2020. S / he will be located in Nay Pyi Taw and work closely with the My-EQIP Program Director and other senior MoE officials. The nature of the role is to provide responsive support and build capacity, not supplant capacity or undertake Ministry tasks in an in-line manner. Therefore, supporting the Ministry's ownership of My-EQIP and My-EQIP activities is a core function of the job. An effective and collaborative working relationship between the Program Director, the ECB Specialist and other MoE officials is critical to the success of the program.

The position will report to the Director General, DERPT and the First Secretary Education, Australian Department of Foreign Affairs and Trade. The First Secretary, in particular will manage the performance of the ECB Specialist and hold the ECB Specialist to account for effective delivery of responsibilities. DFAT officers may also attend key operational meetings involving the ECB Specialist and Ministry of Education Officials.

The ECB Specialist and Managing Contractor (MC) will be engaged under separate contracts with DFAT. The MC will be mobilised by early 2017 and be appointed for the full duration of the program (until 2020). The MC will engage an Operations Manager and My-EQIP support team, responsible for My-EQIP management support and ensuring that aid funds are used in accordance with contract requirements. The MC will also identify and engage high quality technical and capacity building assistance via the My-EQIP Innovation Panel, whose inputs will be determined by the Program Director and the ECB Specialist (in consultation with DFAT). The Operations Manager will report to the ECB Specialist on program matters. The ECB Specialist will manage the relationship with the Ministry of Education. A matrix outlining respective roles of the Program Director, the ECB Specialist, and the MC is attached at Annex B.



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Key Responsibilities

Relationship building and diagnostic analysis within the initial period will be critical to setting the right foundation for the program moving forward as other component parts are mobilised. Generally, it is expected the **key responsibilities** of the ECB Specialist will remain consistent throughout the life of the program. These include:

- Build and maintain an effective and productive partnership with:
 - the My-EQIP Program Director (PD), providing a mentoring and support role for effective program delivery;
 - My-EQIP stakeholders, in particular relevant Director Generals and other MoE officials, to build evaluation capacity and culture and My-EQIP ownership; and
 - Australian DFAT representatives
- Once the MC is mobilised; establish and maintain an excellent working relationship with the Operations Manager to ensure the effective support to MoE to deliver My-EQIP activities
- During the inception period, work with the MoE PD to:
 - undertake problem-driven political economy analysis that maps: existing quality assurance practices and data systems; institutions, key stakeholders and decision makers; and incentives and barriers to change
 - confirm and establish My-EQIP governance arrangements in line with MoE management and decision making processes
 - Develop a My-EQIP implementation plan, confirming entry points and approach to achieve intermediate and end-of-program outcomes
- Support MoE to establish institutional and management arrangements for improved quality assurance / monitoring and evaluation
- Support MoE to develop headline indicators to measure National Education Strategic Plan implementation
- Together with the MoE PD and in line with MoE policies, planning and budget processes assist MoE Departments to develop M&E Plans that: identify performance indicators, information needs, information sources, M&E and quality assurance activities and MoE and My-EQIP commitments
- Together with the MoE PD, use participative processes to design M&E activities and pilots
- Together with the MoE PD, help build MoE's capacity to improve quality assurance / monitoring and evaluation, including helping MoE develop a capacity development plan
- Assist the MoE PD to provide high-level advice to MoE, in particular, providing support to departments to implement their M&E plans and activities
- Provide technical advice to MoE
- Ensure gender & social inclusion dimensions are taken into consideration where relevant
- Support the MoE PD to draft reports to the Steering Committee and Australian DFAT
- Following the inception period, support MoE to review the Theory of Change and Program Logic in consultation with DFAT. Facilitate periodic review of the Theory of Change and Program Logic to maintain its relevance and integrity
- Support MoE's Program Director to anticipate and manage risk
- Identify and report on risks to My-EQIP implementation to MoE and DFAT
- Ensure that My-EQIP's agreed policies and values relating to partnership, innovation, gender equality, inclusive education, and "do no harm" underpin all activities and documents



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- Ensure that findings from My-EQIP-funded research and My-EQIP M&E results are shared as appropriate
- Any other duties identified by MoE and DFAT required to deliver My-EQIP's outcomes.

Selection Criteria

Essential

- 15+ years demonstrated relevant experience, including in building evaluation capacity in public sector, or other large organisations, to improve agency performance and efficiency
- Proven ability to undertake and use systems analysis and approaches to solve problems and inform change
- Relevant technical expertise, including in organisational development, capacity building and / or monitoring and evaluation
- Relevant professional experience in a developing country context
- Inter-personal skills, including expert facilitation skills and the ability to influence change
- Demonstrated skills in leadership, capacity building and mentoring to motivate colleagues and achieve results
- Ability to promote gender and social inclusive practices in program implementation
- Post-graduate degree in evaluation, organisational, capacity development, or other relevant discipline
- High level English language oral and written communication skills, with demonstrated experience in cross-cultural settings

Desirable

- Understanding of education structures and systems, including in contexts of transition
- Knowledge of educational development issues in Myanmar
- Experience working in conflict-affected environments

Application Instructions

Applicants are asked to provide the following:

- A cover letter explaining:
 - your understanding of, and relevant experience, against Essential Criteria #1 and #2 (no more than 1 page),
 - a brief statement of relevant experience against other Essential and Desirable criteria; and
 - where / how you learnt about this role
- A Curriculum Vitae, including the contact details for two referees

**NB: Applicants are advised to check that living conditions in Nay Pyi Taw suit their personal circumstances. Terms and conditions may include the cost of periodic weekend visits to Yangon.*



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Annex A: Background

After decades of isolation and conflict, Myanmar is undergoing a period of remarkable political, economic and social change. Since 2011, reforms have been rapid and ambitious – including an expansion of civil and political rights and progress towards resolving more than 60 years of internal armed conflict. The recent democratic national election and peace process underway represent an unprecedented opportunity to secure lasting change that could improve the lives of millions of people in the country.

Following the national election in late 2015, the new National League for Democracy-led government took power on 1 April 2016. The new Minister for Education has outlined a clear vision for education reform, including a commitment to prioritise the country's first sector plan and maintain government funding levels to education. Education is a high priority in the NLD Election Manifesto, noting “the NLD will strive to establish opportunities for lifelong learning and obtaining of a beneficial and valuable education”. In particular it notes they will:

- Develop effective educational reforms and management and monitoring programmes based on accurate information and data;
- Work to ensure the effective, efficient and transparent allocation and use of finances, drawing on state funding, private funding and other domestic and international sources of education *funding*;

The Government of Myanmar is the largest provider of education services in Myanmar. There are approximately 9.3 million students and 280,000 teachers (83% female) in over 44,000 government schools in Myanmar. The Ministry of Education (MoE) accounts for more than 80 per cent of Union spending in the sector. It administers basic education (grades KG-11); develops policy; undertakes planning and training; monitors service delivery; runs the national matriculation exam; and runs public universities through the Department of Higher Education.

Education is a Union (national) responsibility. Centrally funded MoE officials manage education at the state / regional level, in the districts and the townships. District level education offices were introduced for the first time in mid-2012. The 330 Township Education Offices (TEOs) have the most direct contact with schools. The Department of Basic Education (DBE), as the department primarily responsible for service delivery, has the most officers appointed at a sub-national level. While MoE sub-national authorities have a limited role in education policy and planning, there have been steps to deconcentrate some decision-making to the sub-national levels.

The intersection between the government education system and complementary education systems continues to evolve. The monastic school system, the second largest provider of basic education in Myanmar, operates over 1,600 schools. In some conflict-affected areas, ethnic groups provide services outside the state system. There are substantial differences between the government system and these ethnic systems, most of which have their own policies, curricula, learner assessment frameworks and teacher professional development programs. The Nationwide Ceasefire Agreement (NCA), between the Myanmar Government and eight ethnic armed organisations¹, has initiated a political dialogue aimed at resolving a number of issues, including decentralization of services to sub-national levels.

The education reforms in Myanmar

Since 2011, Myanmar has implemented a number of reforms in the education sector. Funding for education has improved, new education legislation enacted, 80,000 teachers have been recruited, and the Ministry of Education has undertaken a comprehensive review of the education system leading towards a National Education Strategic Plan (NESP).

¹ While several influential ethnic armed organisations chose not to sign at the time, most of these groups endorsed the text of the agreement.



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While reforms over the past few years have been impressive, the transition to a high quality education system is still nascent and a number of significant challenges in the sector remain. Decades of neglect has resulted in under-resourced schools with under-paid and under-trained teachers, out-dated curricula and teaching materials. Teaching methods tend to rely on rote learning, group chanting and repetition and teachers do not routinely assess students' learning. There is little effective oversight of schools and MoE information systems focus on administrative matters and do not support effective decision making.

These factors have contributed to poor educational outcomes. Primary net enrolments are improving but are still low at 92 per cent average. Drop-out rates are very high, with approximately only 460,000 out of 1.2 million students starting in grade one making it to grade 11 – and of those, only 33-36 per cent pass the matriculation exams. There is a strong correlation between poverty and low primary school enrolments.

The Government of Myanmar is investing significantly in introducing wide-ranging reforms to address these challenges, yet does not have the systems and capacity to assess how they are working and whether they are the best use of limited resources. If the Government is to succeed in delivering effective reform in an affordable and sustainable way, then it needs the capacity to set standards, monitor and analyse all aspects of its program, learn from experience and use this as the basis for improvements.



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Annex B: Respective Roles

MoE Program Director (PD), My-EQIP	Evaluation Capacity Building (ECB) Specialist	Managing Contractor (MC)
<ul style="list-style-type: none"> Department of Education Research, Planning and Training, Ministry of Education 	<ul style="list-style-type: none"> Long-term Adviser 	<ul style="list-style-type: none"> A full-time Operations Manager (OM) will be supported by a high quality My-EQIP support, with likely skills in innovation, social inclusion and M&E. National staff with financial and administration skills and a driver will complete the team.
<ul style="list-style-type: none"> Accountable to the Program Steering Committee for effective program delivery Reports to Director General, DERPT on operational matters 	<ul style="list-style-type: none"> Accountable to the Program Steering Committee and DFAT, First Secretary (Education) for effective performance Assists and reports to Director General, DERPT on operational matters Reports to First Secretary (Education), DFAT, Yangon on program and administrative matters 	<ul style="list-style-type: none"> Reports to the ECB Specialist on program matters and My-EQIP inputs Accountable to First Secretary (Education), DFAT, Yangon for effective performance Reports to First Secretary (Education), DFAT, Yangon on program and administrative matters
<ul style="list-style-type: none"> Lead My-EQIP implementation Build and maintain supportive relationships with My-EQIP stakeholders Provide guidance and strategic direction on My-EQIP M&E Brief and support Steering Committee Chair Chair Technical Working Group Coordinate departmental M&E plans for submission to the Steering Committee Prepare Annual Reports and Six-Monthly Reports Advocate for My-EQIP capacity building and 	<ul style="list-style-type: none"> Build capacity and strengthen ownership of My-EQIP assistance in MoE Build and maintain supportive relationships with My-EQIP stakeholders Facilitate Induction Workshops Provide guidance and strategic direction on My-EQIP design and implementation Support preparation of departmental M&E Plans, and My-EQIP reports including Annual Reports and Six-Monthly Reports Facilitate preparation of the Capacity Development Plan in consultation with MoE PD 	<ul style="list-style-type: none"> Support MoE PD and ECB Specialist in accessing My-EQIP inputs Monitor the effectiveness of My-EQIP inputs and provide quality assurance of inputs as agreed with the MoE PD and ECB Specialist Establish and run the My-EQIP program office Recruit and develop a My-EQIP Support Team, supporting a culture of teamwork, learning and results-based management internally and with counterparts In consultation with MoE PD, ECB Specialist and DFAT, recruit, brief, mobilise and performance manage the My-EQIP Innovation



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MoE Program Director (PD), My-EQIP	Evaluation Capacity Building (ECB) Specialist	Managing Contractor (MC)
<p>research within the Ministry of Education, creating interest and commitment</p> <ul style="list-style-type: none"> Facilitate appointment of M&E Officers in MoE departments and sub-national officers as required Anticipate and manage Program risk Ensure that My-EQIP's agreed values underpin all activities and documents 	<ul style="list-style-type: none"> Lead periodic review of the Theory of Change and Program Logic to maintain its relevance and integrity Assist MoE to manage Program risk Ensure that My-EQIP's agreed values underpin all activities and documents Ensure that findings from My-EQIP-funded research and My-EQIP M&E results are shared as appropriate 	<p>Panel, comprised of high-quality and relevant technical expertise to support MoE in delivering My-EQIP activities</p> <ul style="list-style-type: none"> Support MoE PD and ECB Specialist in ensuring that My-EQIP is innovative and socially inclusive Provide secretariat services to the program Steering Committee and Technical Working Group meetings Develop My-EQIP management systems and processes for delivery of My-EQIP inputs Organise My-EQIP financial management including operation of the Program bank account in Nay Pyi Taw Establish and manage the Education Quality Fund (for My-EQIP activities), including monthly financial statements, forecasting of cash flow, and quarterly reports Support the ECB Specialist in management of risks that may affect implementation, if required Under the direction of the MoE PD and ECB Specialist, provide support to establish and run a My-EQIP website (if appropriate) Under the direction of the MoE PD and ECB Specialist, develop a M&E database(s) Ensure that My-EQIP's agreed values underpin all activities and documents Organise external annual audit