

**QUALITY EDUCATION STRATEGIC SUPPORT PROGRAMME (QESSP)**

Terms of Reference

For

 Data Analyst to the Ministerial Delivery Unit (MDU),Ministry of Education

1. **BACKGROUND**
2. Ethiopia’s ambition to become a lower middle income country by 2025 will require a substantial and rapid rise in the quality of education delivered to its 26 million school students. Further, growth and industrialisation requires a significant increase in the number and quality of university graduates from the country’s 35 existing tertiary institutions. Given the long lead times for creating impact in educational reform programmes, the Ministry of Education (MoE) has decided to focus on a single priority in each of general education, TVET and higher education, and rapidly increase educational outcomes through a system built around accelerated delivery.
3. Over the last five years preceding the current Education Sector Development Programme V (ESDPV), net enrolments increased by an average 8 per cent compound annual growth rate. Yet dropout rates are significant, creating a negative 31 per cent annual rate between grades 1 and 12. Further, grade 10 exam results suggest most students are passing with rates in the bottom quarter of the range. And finally, a programme of national learning assessments (which grades competencies rather than grades) suggests an average of 85 per cent of students are ranked either ‘basic’ or ‘below basic’ in proficiency levels.
4. The Growth and Transformation Plan (GTPII) underlines the importance of creating a skilled and competitive workforce to accelerate and sustain economic growth. Various strategy documents also identify the mismatch between the supply and demand of skills and the weak linkages between universities/TVET institutions and industry as key issues that need to be addressed. Structural change in the economy is leading to increased unemployment in urban areas among educated young people (overall 16.5% in 2013) because of the lack of middle and higher level employment opportunities in cities. While in rural areas there is low quality employment as most people work in the agricultural sector.
5. In September 2016 QESSP, on behalf of the Ministry of Education and DFID, commissioned a scoping study to evaluate whether a delivery system for the education sector could be effective in Ethiopia. Following the recommendation of the scoping study, an external team of experts – international and national- is now mobilized to support the establishment of a delivery system at national and regional levels. A key part of the establishment process involves the set-up of delivery units at federal and regional levels.
6. **OBJECTIVES AND SCOPE OF WORK**

**Objectives**

The Delivery Unit is responsible for ensuring that the Ethiopian education system delivers on its priority outcome goals by providing intensive guidance and support to the system’s leadership in planning, performance management, problem solving and capacity building. Delivery unit members will be outstanding staff with a strong track record of high performance.

The Analyst will provide extensive support to the Delivery Unit and system leadership in managing and analyzing essential performance data within a given sector (e.g. General Education (GE) Technical and Vocational Education and Training ( TVET) and Higher Education).

The data analyst will be responsible for performing rapid analysis and evaluation of program performance, manipulating large quantities of complex data and distilling the most relevant information to decision makers.

**Scope of the Work**

The data analyst will be a part of the Ministerial Delivery Unit (MDU) and works under the direct supervision Ministry of Education delivery unit (MDU) leader. S/he will also work closely with the international technical assistance team. The data analyst’s support will be extended to all regional education bureaus delivery unit (RDUs)

1. **RESPONSIBILITIES AND MAIN DUTIES**

The main duties of the MDU Leader, working alongside and supporting senior MoE staff and the external TA to:

* Collaborate with key stakeholders at the Federal and Regional level within their sector to ensure that accurate data on key indicators is collected and reported back to the Delivery Unit.
* Develop and implement databases, data collection systems, data analytics and other strategies that optimize statistical efficiency and quality
* Review and analyse performance data to understand the effectiveness of past, current and prospective initiatives and help system leaders identify and solve problems.
* Track progress of assigned areas in the delivery plan which will specify the actions needed to realise the state minister’s priority target within their sector
* Support the cycle of regular monitoring routines (e.g. weekly, monthly, quarterly) to ensure the system is making progress against the plan and creating impact in the field.
* Create compelling data analysis presentations for system leaders and decision makers
* Compile relevant information and deriving best practices for broader dissemination
* Monitor and analyse performance trends in key metrics, providing insights on strategy and performance in comparison to stated goals and benchmarks.
* Communicate effectively with other members of the Delivery Unit and stakeholders to ensure that they are kept fully informed on key developments and progress.
* Build capacity – e.g. by sharing data skills with staff in the Ministry and Regional level , as necessary, to enable them to provide high‐quality inputs into the delivery reporting process.
* Articulate and reinforce the delivery message and culture throughout the system.
1. **INSTITUTIONAL AND ORGANISATIONAL ARRANGEMENTS**

The selected data analyst reports to the MDU leader and will work closely with the external team of experts and RDUs and QESSP team. S/he will be based in Ministry of Education, 4 kilo and travel to all regions as needed.

1. **VENUES, TIMING AND DURATION OF ASSIGNMENT**

Estimated duration of the assignment is 12 months with a possibility of extension.

1. **COMPETENCIES**

The interested applicant should possess the following qualification, experience, skills and knowledge

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|  | **Essential**  | **Desirable**  |
| **Skills, behavior and Knowledge** | * Strong **analytical and data visualization skills**.
* A sound understanding of the education sector. Ability to **work effectively with their sector and collect accurate data at the regional level** while sitting in the Ministry
* Team player with a demonstrated ability to manage relationships and **communicate effectively** with colleagues and stakeholders, orally and in writing.
* Ability to **think strategically and solve problems**.
* **Commitment to improving education** for all students, and a hunger for results
* Willingness to work flexibly, take **initiative** and solve problems as they arise
* Displays a **hardworking, optimistic, can‐do attitude**, and is motivated by helping others succeed.
 | Knowledge of the Ethiopian education system and current reform initiatives within general education, TVET or higher education  |
| **Experience** | * A minimum of **5 years** of experience of providing high quality analysis in a public or private sector organisation
* Experience of using **Excel** and **PowerPoint** and other data analysis and visualization tools
* Technical expertise regarding **data models, database design development** and **data mining** techniques
* Strong knowledge of and experience with reporting packages (**BI tools**), databases (**SQL** etc) and **queries**
* Knowledge of statistics and experience using statistical packages for analyzing datasets (**Excel**, **SPSS**, etc)
 | Experience with other data analysis tools Experience of working with education system data |
| **Qualifications** | * Bachelor’s degree or higher in Computer Science, Information Management, Statistics or a related technical field
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