1. **Project:** Investing in Education and Building Resilience in Gaza

2. **Duty Station:** UNICEF Gaza Field Office, with travel to UNICEF Jerusalem main office

3. **Supervisor:** Monitoring & Evaluation Specialist, UNICEF SoP (Jerusalem main office) and Monitoring & Evaluation / Information Management Specialist, UNICEF Gaza Field Office.

4. **Timeframe:** 1st October 2015, for 11 months (with possibility to extend)

5. **Purpose of assignment:**

   Over eight months after the 50-day war ended with a ceasefire, the situation of children and adolescents in Gaza remains dire. Children were exposed to unprecedented levels of violence and destruction with 539 children killed, 2,956 injured and many struggling with life-long disabilities.

   The recent conflict has had a tremendous impact on the education facilities. According to MOEHE reports, at least 281 schools (92 UNRWA and 189 government schools) were damaged, of which two government schools have been completely destroyed. Considering that prior to the crisis Gaza already faced a shortage of over 200 schools and two-thirds of schools operated on double shifts, destruction sustained during the war places significant constraint on the education system to provide quality education to all children.

   As a result of the escalation of hostilities in Gaza in July and August, a baseline analysis indicated that at least 373,000 children require direct and specialized psychosocial support on the basis of families who have experienced death, injury or loss of home. The Child Protection Rapid Assessment conducted in September 2014 found that the psychosocial wellbeing of children was significantly affected. 100% of respondents confirmed that there had been changes in children’s behavior as a result of the psychological distress of the conflict. Most common changes in behavior included bed wetting, unusual crying/screaming, and displays of aggressive behavior, with boys tending towards aggression. Even more concerning is that 88% of respondents noticed that children have been committing acts of violence including bullying, violence against siblings and damage to infrastructure. Caregivers’ attitudes towards children were also found to have changes since the conflict with 54% of respondents reporting an increased aggression towards children.

   In response to the challenges outlined above, UNICEF with support from Al Fakhoora, is implementing a project to increase the resilience of children and the education system in Gaza and strengthen the child protection networks to enable the provision of quality and effective child protection services and psychosocial support. This programme contributes to rebuilding
Gaza after the July-August 2014 conflict and restoring the lives and hopes of children and caregivers. The interventions are geared towards the achievement of the ultimate outcome: improved wellbeing and learning of students in target areas. Four intermediate outcomes will contribute to this:

1. School buildings and school facilities are safer and protective of children and can serve dual purpose of shelter and classroom in case of emergencies
2. Improved learning environment in reconstructed / rehabilitated classrooms
3. Strengthened national capacity and strengthened Child Protection Networks providing child protection and psychosocial support
4. Enhanced children advocacy and communication skills.

Under this programme, monitoring and evaluation will be carried out by UNICEF and an External Monitor, with the support of a team of five Monitoring Project Aids (University students supported by Al Fakhoora). The consultancy will entail monitoring of progress against planned results outlined in the Performance Measurement Framework. The external monitor will also manage and train the five Al Fakhoora Project Aids to carry out field monitoring, including observations and collection of beneficiary feedback. This external monitoring team will furthermore support the programme by establishing baselines and conducting mid-term and end of project evaluations.

For more details, see Annex on the Project Performance Measurement Framework.

6. **Major tasks to be accomplished:**

   a) Develop a Monitoring and Evaluation plan based on the project Performance Measurement Framework (PMF) and describe methodologies for the different data collection activities, to be approved by UNICEF.

   b) Manage and coordinate a team of field monitors consisting of Al Fakhoora monitoring project aids; develop their capacity to conduct monitoring and reporting based on the project Performance Measurement Framework (PMF)

   c) Ensure regular monitoring of progress against the planned results as outlined in the Project Performance Measurement Framework (PMF), including through support to partners’ monitoring when necessary). Prepare monthly reports on:
   - Progress against planned results outlined in PMF;
   - Progress of implementation of External Monitoring and Evaluation Plan (based on needs of PMF);
   - Specific issues/difficulties with regard to the programme response including the effectiveness of the approach as well as possible unintended negative impacts (do no harm approach);
   - Constraints or obstacles to project implementation and recommendations to overcome challenges related to the intervention.
   - The unmet needs of project beneficiaries, boys and girls.
   - Key emerging issues arising from field monitoring, any social issues affecting children or young, girls and women in general and any other related issues
• Any special assignments required by the management in regards to quick assessments, in-depth analysis of specific case/s
• Regular meetings between Field Monitors and UNICEF staff for direct feedback and discussion.

d) Upload key data on project sites visited into the UNICEF online reporting system.

e) Carry out following data collection and analysis to monitor progress and inform evaluations:
• Pre and post survey using Palestine Psychosocial Assessment Instrument
• Survey on Child Friendly Schools (at the start of the project and annually)
• Child Friendly Schools and active learning observations (annually)
• Focus group discussions with students and parents
• Observation based on PPS checklist
• Mini-survey on sense of belonging and social connectedness with representative sample of beneficiaries per project (quarterly)
• Social Media and Advocacy skills survey (at the start of the project, then biannually)
• Pre and post questionnaires on collaboration, creativity and sense of appreciation of art and responsibility for the surroundings (at the beginning and towards end of design competition)
• Pre and post questionnaires on collaboration, creativity, problem solving, responsibility for surroundings and sense of leadership (at the beginning and towards end of Virtual Majlis)

f) Conduct mid-term evaluation in February 2016 (and end evaluation in February 2017 if contract is extended)

Notes:
- Gender should be understood as a cross-cutting component of all aspects of the monitoring and evaluation, and all data gathered should be gender disaggregated.
- The external monitoring shall be based on a rights based approach and as participatory as possible to ensure that findings are derived from a collective contribution.
- In line with the Standards for UN Evaluation in the UN System (developed by the UN Evaluation Group), all those engaged in designing, conducting and managing evaluation activities will aspire to conduct high quality and ethical work guided by professional standards and ethical and moral principles.

6. Deliverables and timeframe

  a) End of each month:
  Monthly reports in the agreed format including:
  a. Progress of program response and intervention
  b. M&E plan implementation status
  b. Emerging issues
  d. Progress and performance
b) March 2016, Mid Term Evaluation Report

c) In case of an extension, an end evaluation report in March 2017 with data from the following:

- Pre and post survey using Palestine Psychosocial Assessment Instrument
- Survey on Child Friendly Schools (at the start of the project, and annually)
- Child Friendly Schools and active learning observations (annually)
- Focus group discussions with students and parents
- Observation based on PPS checklist
- Skills assessment (conducted by partners but supported by External Monitor as needed)
- Mini-survey on sense of belonging and social connectedness with representative sample of beneficiaries per project (quarterly)
- Social Media and Advocacy skills survey (at start of the project, then biannually)
- Pre and post questionnaires on collaboration, creativity and sense of appreciation of art and responsibility (at the beginning and towards end of design competition)
- Pre and post questionnaires on collaboration, creativity, problem solving, responsibility for surroundings and sense of leadership (at the beginning and towards end of VM)

7. Other responsibilities / Coordination

The UNICEF M&E section, in close cooperation with Learning for Development and Child Protection Sections will:

- Facilitate information sharing in order for the monitor to have all the necessary information required to fully carry out the tasks as laid out in the Terms of Reference
- Ensure that the reporting and financial obligations in the contract are complied with by both parties (UNICEF and the monitor).
- Ensure that the M&E framework for this project is aligned with the M&E with the APD/CPAP/HACT/other programme documents.
- Provide feedback to the organization in the following form:
  - Review the monthly reports by the monitor and will strive to provide feedback on the following aspects: quality of report (comprehensiveness and narrative, data and provision of photos; clarity of analysis and presentation; and issues which are necessary for follow up (urgent/within one-two weeks). When UNICEF provides feedback that should be taken into account over the lifespan of the project to improve the quality of reporting. Where UNICEF does not provide feedback the monitor should assume that their reports meet the quality required by UNICEF.
  - Provide feedback to partners or communities (the monitor should not engage in feedback without the express consent of UNICEF). In conducting monitoring activities the organization will seek to be objective and impartial (thus the monitor should not seek to provide immediate feedback to partners or communities).

The Project Steering Committee, will provide technical guidance and facilitate access to the Project stakeholders and beneficiaries.
8. Ethical Issues

All interviewees, including children, should be informed about the objectives of the data collection and how findings will be used; they also should be informed that collected data and any statement about the programme will be kept confidential and respondents will not be named or identified in the reports with regard to their statements.

All interviewees should agree without coercion to take part in the monitoring and evaluation and be given the option to withdraw or not to participate at any time during the process. Interviews shall be carried out in line with interagency evaluation project interview good practice guidelines.

All gathered data should be confidential and names of individuals deleted from the data and replaced by codes in evaluation notes.

Ownership of all data/information/findings gathered, databases and analysis prepared for the evaluation lies with UNICEF. The use of the data/information/findings for publication or any other presentation or sharing can only be made after agreement with UNICEF.

9. Qualification/Special Knowledge/experience:

Education: Advanced University degree in social sciences, statistics, child protection, education or a related field

Work Experience:
- At least 7 years' experience in programme/project Monitoring and Evaluation, including: designing and conducting participatory, qualitative and quantitative researches, studies and evaluations, evaluation methods and data-collection; carrying out field monitoring and reporting of development/humanitarian interventions with reference to similar projects;
- Managerial and supervisory experience.
- Experience in the fields of child rights, education or child protection an asset;
- Experience with UN or NGOs in the State of Palestine an asset.

Competencies and skills required:
- Understanding of child and women's rights
- Knowledge of participatory and community-based approaches
- Strong written and oral communication skills
- Drive for results
- Ability to formulate strategies and concepts
- Analytical skills
- Very good inter-personal skills

10. Payment Schedule:

Monthly payment upon satisfactory delivery of monthly reports and other deliverables
How to apply:

Please forward your cover letter, (quoting consultant External Monitor in the heading), UNICEF Personal History form and your financial quotation to <jerusalemhrvacancies@UNICEF.org>. The P11 form can be downloaded from our Web site <http://www.unicef.org/opt>

- Deadline for Receipt of Applications: **8 September 2015**

UNICEF is committed to diversity and inclusion within its workforce, and encourages qualified female and male candidates from all religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of our organization.