

TERMS OF REFERENCE (ToR)

Monitoring, Evaluation, and Learning Expert

EdTech Fellowship Program

- **Background**

The ICT Chamber is implementing the EdTech Fellowship Program in Kigali, Rwanda. The Fellowship supports eight (8) Rwanda-based EdTech companies through a structured six-month acceleration program designed to strengthen product quality, educational effectiveness, scalability, and sustainability.

Because the participating companies design and deliver digital learning solutions that aim to reach thousands of learners, establishing a robust evidence base is a core participation requirement of the Fellowship. Every fellow company is expected to develop, adopt, and operationalize a data-driven monitoring framework and to build the internal capacity needed to measure outcomes and track impact accurately.

To lead this work, the ICT Chamber seeks to recruit a **Monitoring, Evaluation, and Learning (MEL) Expert** who will embed rigorous impact measurement into the design of the Fellowship and provide hands-on technical support to the eight participating companies throughout the acceleration period.

- **Purpose of the Assignment**

The purpose of this assignment is to:

- Integrate safeguarding and gender inclusion principles into the Fellowship design, milestones, and monitoring framework.
- Support each participating company to develop, adopt, and operationalize a practical safeguarding policy suited to its context.
- Build lasting safeguarding capacity within the companies, including trained focal persons, functional reporting channels, and proactive risk management practices.
- Ensure the protection of children, women, and girls, persons with disabilities, and other vulnerable groups reached by the fellows' products and activities.
- Set up a clear governance and policy framework, so that safeguarding, gender, and data protection are backed by written policies and clear lines of accountability.
- Protect the personal data of both the fellows and the beneficiaries they serve, in line with Rwanda's data protection law.

- Promote a culture in which safeguarding is treated as a shared responsibility and a collective mindset across the Fellowship, not a compliance checklist.

- **Scope of Work**

The expert will support each fellow to develop a clear, validated Theory of Change that maps the causal logic from their activities through outputs to outcomes and impact, and that serves as the foundation for their MEL plan.

Specific activities:

- ➔ Facilitate an individual Theory of Change workshop with each fellow a structured 10–15-hour session working through the four-question framework: who they serve, what problem they solve, what change they expect, and what assumptions underpin their model
- ➔ Map the full causal chain from activities through outputs to outcomes and impact in a clear visual diagram
- ➔ Identify and stress-test each fellow's assumptions, naming which are most critical and which are most at risk of failing
- ➔ Facilitate a cross-fellow peer review session where fellows review each other's Theories of Change and strengthen each other's logic
- ➔ Develop a one-page Theory of Change template and facilitation guide that can be reused consistently across all 8 fellows, ensuring methodological consistency despite differences in solution type
- ➔ Conduct a desk review of each fellow's existing documentation (baseline survey responses, pitch materials, product descriptions) ahead of the workshop, so workshop time is spent refining logic rather than gathering basic information
- ➔ Distinguish explicitly, within each fellow's Theory of Change, between solutions that engage learners directly and those that work through intermediaries such as teachers, parents, or community facilitators.
- ➔ Where a fellow serves multiple distinct user groups (for example students, educators, and innovators), guide the fellow to decide whether to build one unified Theory of Change or separate logic chains per audience, and document the rationale for that decision.
- ➔ Produce a short narrative explanation (half a page) accompanying each Theory of Change diagram, written in plain language suitable for sharing with school partners, investors, or the Foundation
- ➔ Support each fellow to validate their Theory of Change with at least one external stakeholder school, employer, or community partner
- ➔ Review and sign off the finalized Theory of Change with the MEL Manager before it is locked into the fellow's MEL plan

The expert will also support each fellow to translate their Theory of Change into a set of SMART indicators that are specific to their solution, realistic to collect, and aligned with the Mastercard Foundation's programme-level indicators.

Specific activities:

- Conduct a brief product and stakeholder perception review for each fellow before indicator selection, then facilitate an indicator selection workshop identifying 3–5 SMART outcome indicators that are directly grounded in the fellow's Theory of Change, realistic to collect, and aligned with the Foundation's programme indicators.
- Stress-test each proposed indicator against the SMART criteria; define what constitutes an active user or learner for each fellow's specific solution, document this in writing, and ensure the definition is applied consistently in all subsequent reporting.
- Support each fellow to establish baseline values, agree evidence-based targets aligned with programme-level benchmarks (including 5,000 learners per fellow and 50% female), complete their full indicator matrix (indicator name, definition, disaggregation, data source, collection frequency, responsible person, and target), and set up a simple indicator tracking dashboard displaying agreed outcome indicators.
- Design disaggregation for each indicator, prioritising gender as the minimum standard; add location or disability disaggregation only where operationally feasible and directly relevant to the fellow's Theory of Change. Where a fellow serves a population broader than learners alone, define each user category precisely and agree which categories count toward the Foundation's learner reach target. Avoid over-engineering: a few well-chosen, insightful indicators will generate more learning than a comprehensive but unmanageable framework.
- Ensure indicator language is coherent, grounded in each fellow's Theory of Change, and consistent between the Indicator Matrix and data collection tools in both English and Kinyarwanda. Indicator Matrix language should be precise and analytical; tool language should be plain and answerable by a single fellow or learner without requiring programme-level aggregation. Note: alignment with the Foundation's programme indicator matrix is the MEL Manager's responsibility; the consultant's focus is on quality and appropriateness of each fellow's own indicators.
- Identify which indicators can be measured with existing data and which require additional data collection steps; distinguish indicators reportable monthly from those only meaningful quarterly or at programme milestones; and cross-check each fellow's proposed indicators against other fellows with similar solution types to identify opportunities for shared definitions or comparable metrics across the cohort.

The expert will also support each fellow to design practical, fit-for-purpose data collection tools matched to their indicators, solution type, and operational capacity.

Specific activities:

- Facilitate a tool design workshop with each fellow, co-designing the specific instruments needed, which may include platform data extraction protocols, observation checklists, facilitator feedback forms, or pre/post assessment tools
- Configure Kobo Collect forms for platform-based fellows, including skip logic, disaggregation fields, and validation rules aligned to agreed indicators
- Design paper-based or low-tech data collection tools for hardware and offline fellows (Zora Robotics, Creativity Lab, and Soma Foundation) that can be used consistently across multiple sites without internet connectivity
- Support each fellow to pilot data collection tools with a small sample, identifying unclear questions, missing fields, and processes that are too burdensome before full rollout
- Design tools so that every field maps directly and traceably to a specific indicator in the fellow's Indicator Matrix, avoiding the inclusion of data points that are interesting but not required for any agreed-upon indicator
- Prepare a one-page guidance note per tool explaining, in plain language, what each field means and how to complete it, to accompany the tool when distributed to school, institution, or community-level data collectors
- Identify, for each fellow, where existing platform or device data can be used directly without requiring a new manual tool, and document this clearly so fellows are not asked to collect data a second time that their system already produces
- Review and sign off on all tools with the MEL Manager before deployment

- **Duration of Assignment**

- Total engagement: 6 Months (Full-Time)

- **Reporting and Coordination**

The expert will report to the EdTech Fellowship MEL Manager and work closely with the program implementation team, including the Program Manager, Finance Manager, Communication Manager, and Science of Learning Manager. The Manager will also liaise with the Mastercard Foundation safeguarding leads and partner hubs as part of the wider safeguarding community of practice.

- **Required Qualifications and Experience**

Academic Background

- A Master's degree (minimum) in Monitoring and Evaluation, Educational Research, Educational Technology, Development Studies, or a closely related field. A PhD is an advantage but is not a requirement. Doctoral-level research capability may be demonstrated through published evaluation reports, peer-reviewed work, or applied research outputs, regardless of the candidate's highest academic qualification.

Professional Experience

- At least 5 years of experience in the design and implementation of Monitoring, Evaluation and Learning (MEL) systems within the international development, education, and technology sectors
- Demonstrated experience facilitating Theory of Change development with organisations or companies, not just institutional programmes
- Demonstrated ability to design and conduct rigorous research in digital education programmes, including baseline and endline studies, quasi-experimental or comparison-group designs where feasible, and attribution-aware analysis of technology-enabled learning interventions
- Published or otherwise documented research, evaluation reports, or peer-reviewed work specifically addressing monitoring and evaluation in EdTech, digital learning, or technology-enabled education programmes
- Experience designing and overseeing data quality assurance processes across multi-site or multi-organisation data collection, including validation, triangulation, and bias-checking procedures appropriate for low-resource and low-connectivity research settings
- Strong working knowledge of indicator design and the SMART framework, including experience aligning organisational indicators with funder-level indicator matrices
- Experience designing data collection tools including KoboCollect or ODK, including form configuration, skip logic, and disaggregation. Experience advising on or overseeing platform-level data architecture, including database field design, disaggregation structures, and data export functionality relevant to MEL reporting (desirable for all candidates)
- Experience working with EdTech, digital learning, or technology-enabled solutions in an African context
- Ability to communicate MEL concepts clearly to non-MEL audiences, including entrepreneurs, developers, and founders.

Desirable:

- Experience with Mastercard Foundation programme indicator frameworks or similar foundation-level reporting requirements
- Experience advising on platform data architecture or digital product MEL integration
- Familiarity with Rwanda's education system, including REB, MINEDUC, RTB/TVET, and the Competence-Based Curriculum, and the EdTech landscape
- Experience working with hardware-based or offline EdTech solutions in low-connectivity environments
- Prior experience supervising or mentoring junior MEL staff or graduate researchers within an applied programme setting
- Experience contributing to or leading academic or applied publications on EdTech impact measurement in Sub-Saharan Africa
- Familiarity with research ethics protocols relevant to data collection involving minors, refugees, or persons with disabilities in education research.

Core Competencies

- Strong advisory, coaching, and facilitation skills
- Ability to translate safeguarding standards into practical steps for small, resource-constrained companies
- High level of integrity, discretion, and sensitivity in handling confidential and safeguarding-related information
- Strong written communication and reporting capacity
- Fluency in English; proficiency in Kinyarwanda is a strong asset.

• Duration

This is a short-term consultancy engagement running from July to November 2026. The engagement may be structured on a part-time or full-time basis as agreed at inception. Remuneration and payment milestones will be detailed in the consultancy contract.

• Application Requirements

Interested candidates should submit:

- Updated CV highlighting relevant experience
- Cover letter
- Samples of relevant previous work (if available)

- **Application process and deadline**

The Rwanda ICT Chamber is committed to promoting diversity, equity, and inclusion in the workplace. Qualified candidates from all backgrounds are encouraged to apply. **Women are strongly encouraged to apply.**

All interested candidates must submit their applications to employment@ictchamber.rw by August 09, 2026. Late applications will not be considered.