

**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS**

<b>Title:</b>  National Consultant – Scaling Up Alternative Learning Programme (ALP)	WBS/Funding Reference/Activity/IR	<b>Type of engagement</b>  <input checked="" type="checkbox"/> Consultant	<b>Workplace of Consultant:</b>  UNICEF BCO
<b>Grant:</b>	<b>GL Account:</b>	<b>Fund ID:</b>	

**Background:**

The Skill-Focused Literacy for Out-of-School Adolescents (SKILFO) project was developed jointly by the Bureau of Non-Formal Education (BNFE) under the Ministry of Primary and Mass Education (MoPME) and UNICEF, in line with an inter-ministerial decision of the Economic Relations Division (ERD). The project aimed to support out-of-school adolescents aged 14–18 years from marginalized communities in Cox’s Bazar District to acquire foundational literacy and numeracy alongside pre-vocational and transferable skills. The programme was designed to prepare adolescents for further skills training and decent employment opportunities aligned with the evolving labour market.

UNICEF provided technical assistance to BNFE to pilot the SKILFO model through existing government systems and facilities. The initiative aimed to institutionalize the Alternative Learning Programme (ALP), which offers a proven pathway for out-of-school adolescents to access further education, skills development, and employment opportunities. The SKILFO project was successfully completed on 30 June 2025, achieving significant results under the leadership of BNFE with technical support from UNICEF.

A total of 6,805 adolescents (3,938 female and 2,867 male) successfully completed the SKILFO programme and acquired functional literacy, numeracy, pre-vocational and transferable skills that prepare them for technical education or entry into the workforce. Graduates were able to pursue multiple pathways, including further vocational training, apprenticeships, or employment. Among them, 5,319 graduates (2,326 male and 2,993 female) secured job opportunities as co-workers across various trades, while 598 graduates (130 male and 468 female) engaged in apprenticeship-based entrepreneurship. At the completion of the project in June 2025, BNFE assumed responsibility for supporting the remaining 888 graduates in accessing employment or apprenticeship opportunities.

As part of the project, 13 pre-vocational course packages were developed, tested and endorsed under BNFE. These included competency-based curricula, competency frameworks, and assessment criteria aligned with the Bangladesh National Qualifications Framework (BNQF). This process strengthened BNFE’s institutional capacity to deliver structured pre-vocational training for out-of-school adolescents within the national qualifications system. In addition, compliance guidelines were developed for the Non-Formal Education (NFE) Board under BNFE to guide accreditation of institutions, courses, trainers, assessors and assessment centres, and to enable certification of learners completing the 13 pre-vocational courses. A national pool of 54 assessors (39 male and 15 female) was also developed and trained to support competency-based assessment processes.

An independent study conducted by UNICEF Office of Research – Innocenti assessed programme implementation, delivery modalities, and apprenticeship pathways of the government-led SKILFO pilot. The study also explored the potential for scaling up the model within the national non-formal education system under BNFE’s leadership. Starting from a baseline where adolescents in Cox’s Bazar host communities had no formal pre-vocational literacy options, the SKILFO programme successfully delivered skills training to 6,825 adolescents, of whom 58 per cent were girls. The programme achieved job linkage rates of 83 per cent for girls and 81 per cent for boys. Findings indicate that more than 82 per cent of SKILFO graduates transitioned into apprenticeships, with particularly high placement rates (88–89 per cent) in enterprise-based and outstation apprenticeship tracks.

The study further revealed significant positive outcomes in terms of graduates' economic prospects, empowerment and future aspirations. Female participants reported notable improvements across all indicators. More than 75 per cent of graduates perceived improvements in their social connections and community recognition, highlighting the broader impact of the programme on social inclusion, belonging and empowerment. The results strongly support recommendations for scaling up the SKILFO model nationally.

Building on the success of the pilot initiative, BNFE has initiated another skills programme titled *Pre-Vocational Stage Efficiency Training for Out-of-School Adolescents*, financed through government revenue funds. Under this initiative, training activities are being implemented in 58 sub-districts across 58 districts, providing skills training to 4,640 out-of-school adolescents to facilitate their transition from education to work. National assessment and certification of these graduates through the BNFE Board is essential to support their continued skills development, employment opportunities—both domestically and internationally—and reintegration into formal or non-formal education pathways. In this regard, UNICEF's technical assistance for the development of an assessment framework, establishment of a national assessor pool, and support for assessment and certification processes through the BNFE Board will be instrumental in strengthening the national assessment system and building institutional capacity within BNFE.

In parallel, BNFE's flagship initiative, the Alternative Learning Opportunities for Out-of-School Children (ALO), has received approval from the National Economic Council. This three-year project aims to provide literacy and skills development opportunities for approximately 38,000 adolescents across the country. Effective implementation of this initiative will require comprehensive technical assistance in areas such as development of operational frameworks, capacity building of BNFE officials from national to sub-district levels on skills programme implementation, development and upgrading of market-driven trades and skills courses, and establishment and operationalization of a Real-Time Monitoring (RTM) system. Additionally, robust systems for assessment and certification of skills training graduates will be essential to ensure quality and recognition within the national qualifications framework.

Furthermore, UNICEF will provide technical assistance to support the design and expansion of the SKILFO:2.0 project, including technical review and response support for finalization of the project proposal for approval by the National Economic Council. Continued strategic and technical guidance from UNICEF will be critical to support BNFE and the NFE Board in contributing in ALO initiatives and scaling up the SKILFO model in the coming years. These functions align with BNFE's mandate under the Bangladesh National Qualifications Framework.

To support these efforts, the Education Section of UNICEF plans to engage a national consultant for 180 working days over a period of 10 months. The consultant will provide technical expertise in assessment, certification, and accreditation to support the ALO initiatives and scaling up of the SKILFO model in collaboration with the BNFE and the NFE Board. The consultancy will focus on supporting the development and/or upgrading of trade-specific skills training courses aligned with labour market demand, strengthening the capacity of BNFE officials at national and sub-national levels, and enhancing the institutional capacity of the NFE Board to conduct competency-based assessments and certification of skills training graduates. The consultant will also support the operationalization of a national monitoring system that enables continuous and summative assessment, documentation of learners' records of learning, and tracking of pathways for further skills development and employability in alignment with the Bangladesh National Qualifications Framework

**Purpose of Activity/Assignment:**

The national consultant will operate under the guidance and general supervision of the Education Specialist (NO-C) and overall guidance from the Education Manager (NO-D). The Consultant will support the development of manuals and packages, accreditation systems, recognition of prior learning (RPL) framework, capacity building activities for training providers, managers, master trainers, assessors for scaling-up of SKILFO within the policy reform work that recognize non-formal pre-vocational skills within the broader national education and skills eco-system.

Budget Year 2026 and 2027	Requesting Section/Issuing Office: Education	<b>Reasons why consultancy cannot be done by staff:</b> This consultancy requires specialized technical expertise to support the Bureau of Non-Formal Education (BNFE) in strengthening national systems for quality skills programme design, assessment, certification, and accreditation. The consultant will assist in developing pre-vocational skill-focused literacy packages based on labour market needs, designing competency-based assessment tools, and enhancing BNFE and NFE Board capacity. A national consultant with expertise in skills curriculum development, assessment, certification, and accreditation is therefore needed to scale up and institutionalize the SKILFO model nationwide.
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**Included in Annual/Rolling Workplan:**  Yes  No, please justify: BNFE-UNICEF RWP 2025-2026 3.4.11

**Consultant sourcing:**

National  International

**Consultant selection method:**

- Competitive Selection (Roster)  
 Competitive Selection (Advertisement/Desk Review<sup>1</sup>/Interview)  
 Single Sourcing (exceptional, only in emergency situations, approval by Head of Office required)

<b>Name (in case of single sourcing/extension)</b>	<b>Justification or Refer to NFR (in case of single sourcing/extension)</b>		
<b>Supervisor:</b>	<b>Start Date:</b>	<b>End Date:</b>	<b>Duration</b>
	15 April 2026	28 February 2027	180 working days over a period of 10 months.

<b>Work Assignment Overview</b>			
<b>Tasks/Milestone:</b>	<b>Deliverables/Outputs:</b>	<b>Timeline/ Duration</b>	
Develop an inception report with detail activities and timeline.	A complete assessment package for national skills trainers and assessors, including competency-based evaluation tools, guidelines, and	15 days	

<sup>1</sup> A Desk Review should only be considered as a selection method when there is a justifiable urgency.

Develop an assessment package for national skills trainers and assessors, including tools and guidelines for standardized, competency-based certification.	frameworks ready for implementation.		
Coordinate the training and accreditation of national skills assessors to develop the national assessor pool for the BNFE Board.	Over 200 national skills assessors are accredited by the BNFE Board to conduct assessments and certify skills training graduates.	20 days	
Develop and standardize a national pre-vocational skills training implementation and quality assurance manual for BNFE, incorporating key elements including: <ul style="list-style-type: none"> <li>• Institution accreditation (8 days)</li> <li>• Learner registration (5 days)</li> <li>• Development and review of pre-vocational training packages (19 days)</li> <li>• Pre-vocational course management, including training delivery, continuous assessment, and documentation (5 days)</li> <li>• Summative assessment and certification procedures (8 days)</li> <li>• Orientation of BNFE and NFE Board officials on the draft manual (2 days)</li> <li>• Integration of feedback from users into the final manual (3 days)</li> </ul>	A finalized Pre-Vocational Training Implementation and Quality Assurance Manual for the NFE Board, ready for use.	50 days	
Conduct training for 100 Master Trainers from BNFE to implement pre-vocational training interventions under BNFE's multiple skills projects (e.g., ALO, SKILFO 2.0).	100 Master Trainers developed by BNFE to deliver pre-vocational training interventions.	25 days	
Standardize the skills training courses in alignment with nationally validated and government-approved process documentation.	13 SKILFO project skills training courses standardized and approved by BNFE	25 days	
Provide capacity-building support to BNFE officials on standardized processes for reviewing and upgrading skills courses and the pre-vocational implementation manual.	Key BNFE officials trained on standardized processes for reviewing and upgrading skills courses and the pre-vocational implementation manual.	10 days	
Develop a national standard -i) RPL Certification Framework, ii) Competency Validation Framework, and iii) Skill Enhancement Framework.	A national standard i) RPL Certification Framework	15 days	

	ii) Competency Validation Framework iii) and Skill Enhancement Framework developed and ready for implementation.		
Provide technical inputs for the design and finalization of the SKILFO 2.0 project proposal.	Technical inputs provided and the SKILFO 2.0 project proposal finalized.	20 days	
<b>Terms of payment</b> Linked to satisfactory submission of deliverables mentioned in the ToR	<input checked="" type="checkbox"/> Payment based on approved invoice upon completion of each deliverable according to schedule. <input type="checkbox"/> Payment based on approved invoice and final evaluation upon completion of all deliverables at the end of assignment. <input type="checkbox"/> Fee advance, percentage (up to 10 % of total fee)		

<b>Minimum Qualifications required:</b> <input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other  Enter Disciplines  University degree (Masters degree or equivalent) in education, TVET, Development Studies or related field.	<b>Knowledge/Expertise/Skills required:</b> <ul style="list-style-type: none"> <li>• Minimum of 10 years of experience in TVET, skills development, NFE and skills programme planning, hands on experience in competency-based curriculum development</li> <li>• Advanced knowledge of TVET and skills development processes (Essential)</li> <li>• Familiarity with national stakeholders and networks working with BNQF and under the NFE Act (Essential)</li> <li>• Experience in technical backstopping of pre-vocational programs under the NFE framework, including programme planning, implementation, monitoring and evaluation, strategy setting, guideline development. curriculum and package development, training facilitation and data collection for research (Essential)</li> <li>• Experience in working and collaboration with government lead agencies, such as, BNFE, BTEB, NSDA</li> <li>• Internationally certified e.g. TESDA, ASQA in competency-based training and assessment will be an advantage</li> <li>• Previous experience in working with UN system, agency is considered as an asset</li> </ul>
<b>Administrative details:</b> Visa assistance required: <input type="checkbox"/> Transportation arranged by the office: <input type="checkbox"/>	<input type="checkbox"/> Home Based <input checked="" type="checkbox"/> Office Based: If office based, seating arrangement identified: <input checked="" type="checkbox"/> IT and Communication equipment required: <input type="checkbox"/> Internet access required: <input checked="" type="checkbox"/>
<b>Request authorised by Section Head:</b>	<b>Request Verified by HR:</b>

*Name and signature:*

*Name and signature:*

*Endorsement of Chief Field Services  
(if Field Offices and after reviewed by the Chief Field Office)*

NA

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*Name and signature*

*Approval of Deputy Representative (Programme)/ Deputy Representative (Operations)*

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*Name and signature*

Selected candidates are subject to confirmation of fully-vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. It does not apply to consultants who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their consultancy contracts.

UNICEF offers reasonable accommodation for consultants with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the selection process and afterwards in your assignment.

## Checklist for VA and hiring managers

### 1. Technical Offer:

Based on the careful study of the TOR and deliverables, provide (1) information on the way you intend to achieve the outputs of the assignment and complete the deliverables. (2) Please elaborate on the timeline and milestones. (3) Also indicate references to the similar assignments that you performed & their contacts, and (4) attach your CV.

### 2. Financial Offer:

Should be an all-inclusive (lump-sum) fee for all deliverables and complete output of the assignment as described in the TOR. It should include among others consultancy fee, associated administrative cost, all living and travel cost (please see travel plan in the TOR if applicable). UNICEF will not cover any additional cost. Payment schedule that is linked to milestones and completed deliverables should be included.

### The offers will be evaluated as follows:

Criteria	Weight	Points/amount
<b>Qualifications</b>	<b>20%</b>	
Education qualification		05
Years of relevant experience		10
References to similar assignments		05
<b>Technical Offer</b>	<b>50%</b>	
Understanding of the scope of the ToR and completeness of response		25
Quality and technical soundness of the proposed approach and methodology to achieve the outputs/deliverables		15
Feasibility of timelines proposed		10
<b>Financial Offer</b>	<b>30%</b>	
Payment schedule linked to milestones		25
All-inclusive fee		05
<b>TOTAL</b>	<b>100%</b>	<b>100</b>

**Child Safeguarding Certification**  
(to be completed by Supervisor of the post)

**Child Safeguarding** refers to proactive measures taken to limit direct and indirect collateral risks of harm to children, arising from UNICEF’s work or UNICEF personnel. Effective 01 January 2021, Child Safeguarding Certification is required for all recruitments.

<p>1. Is this position considered as "elevated risk role" from a child safeguarding perspective?* If yes, check all that apply below.</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>2a. Is this a Direct* contact role?</p> <p>2b. If yes, in a typical month, will the post incumbent spend <u>more than 5 hours</u> of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel. <i>*“Direct” contact that is either face-to-face, or by remote communicate, but it does not include communication that is moderated and relayed by another person.</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <hr/> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>3a. Is this a Child data role? *:</p> <p>3b. If yes, in a typical month, will the incumbent spend <u>more than 5 hours</u> manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos) <i>* “Personally-identifiable information”, in this context, means any information relating to a child who can be identified, directly or indirectly, by an identifier like a name, ID number, location data, photograph, etc. This is a “child data role”.</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <hr/> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>4. Is this a Safeguarding response role* <i>*Representative; Deputy representative; Chief of Field Office; the most senior Child Protection role in the office; any focal point that the office designated for Child Safeguarding; Investigator (Office of Internal Audit and Investigations</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>5. Is this an Assessed risk role*?</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>

<p><i>*The incumbent will engage with particularly vulnerable children<sup>2</sup>; or Measures to manage other safeguarding risks are considered unlikely to be effective<sup>3</sup>.</i></p>	
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<sup>2</sup> Common sources or signals of additional vulnerability may include but are not limited to: age of the child (very young children); disability of the child; criminal victimization of the child; children who committed offences; harmful conduct by the children to themselves or others; lack of adequate parental care of the children; exposure of the children to domestic violence; a humanitarian context; a migrant (refugee/asylum-seeking/IDP) context. No 'baseline' vulnerability will be set. Hiring Managers will need to use judgment, taking into consideration the implications that follow from an assessed risk role (additional vetting scrutiny, training).

<sup>3</sup> i.e. the role-risk will be compounded by other residual risks.