

Review of FunDoo

UNICEF works in some of the world's toughest places, to reach the world's most disadvantaged children. To save their lives. To defend their rights. To help them fulfill their potential. Across 190 countries and territories, we work for every child, everywhere, every day, to build a better world for everyone. And we never give up.

Yet the current pace of progress for children will not get us to children-related SDGs targets. This, if left unaddressed, will leave tens of million children behind. Unprotected. Uneducated. Unfed. Unable to reach their full potential.

UNICEF Innovation

UNICEF has a 70-year history of innovating for children. We believe that new approaches, partnerships and technologies that support realizing children's rights are critical to improving their lives.

The Office of Innovation (OOI) is a creative, interactive, and agile team in UNICEF. We sit at a unique intersection, where an organization that works on huge global issues meets the startup thinking, the technology, and the partners that turn this energy into scalable solutions.

UNICEF's OOI creates opportunities for the world's children by focusing on where new markets can meet their vital needs. We do this by:

- Connecting youth communities (or more broadly -- anyone disconnected or under-served) to decision-makers, and to each other, to deliver informed, relevant, and sustained programmes that build better, stronger futures for children.
- Provoking change for children through an entrepreneurial approach -- in a traditionally risk-averse field -- to harness rapidly moving innovations and apply them to serve the needs of all children.
- Creating new models of partnership that leverage core business values across the public, private and academic sectors in order to deliver fast, and lasting results for children.

UNICEF's Global Innovation Portfolios

Matching Today's Challenges with Tomorrow's Solutions ensures that all investments we make in innovation fit with our global aim of ensuring that every child can survive, thrive and live and learn in a safe, inclusive space, and that innovation is applied to the most pressing problems faced by some of the most vulnerable children and young people. In line with the [Global Innovation Strategy](#), UNICEF's innovation portfolio management approach aligns technical and financial resources to promising projects from across the organization that can accelerate results for children.

Each portfolio will contain innovative solutions (sourced from across UNICEF) that have potential to scale and significantly accelerate results for children. Through the development of UNICEF's Global Innovation Strategy, four initial portfolio focus areas were identified: learning, water and sanitation, maternal and newborn health and emergencies. Following the Mid-Term Review, four new portfolio areas have been added: climate change, gender equality, youth and mental health and psychosocial support.

Youth Portfolio

There are 1.2 billion adolescents worldwide, the largest cohort ever, with 90 per cent of those living in low- and middle-income countries, and 125 million living in areas affected by armed conflict. Despite progress in advancing the wellbeing and participation of adolescents and young people, there remains an urgent need to empower greater numbers of young people as change agents, promote global connectedness, and support these young people through their civic engagement journey. The Youth Innovation portfolio seeks field-tested solutions that contribute to young people's empowerment, leadership and agency, and improved accountability by decision makers to young people's rights in both development and humanitarian settings. Young people offer skills, knowledge, ingenuity and sense of justice and this portfolio seeks innovative solutions that enables them to take charge of their future and take responsibility for changing it to the better.

More specifically, the youth innovation portfolio aims at addressing the following three problems.

1. Empowering young people to safely engage and lead change in their communities

When young people contribute to social change, they build better futures for themselves and their societies. UNICEF urgently needs to identify new and innovative ways to enable young people to systematically and safely engage and contribute to their communities; reducing social exclusion of young people; improving service delivery; influencing laws and policies; and increasing their collective ability to lead change. UNICEF is seeking approaches to empower young people with the skills they need to civically engage; to provide them with safe online and/or offline platforms to influence decisions and drive change at school, local governance and national level; and to organize to co-create, design and implement solutions that address local problems, especially in marginalized or under-represented communities.

2. Improving accountability of duty-bearers to fulfill the rights of young people

UNICEF's work is guided by a human and child rights-based approach that grants young people the right to develop and express their views on issues that affect them and their community. This includes fundamental rights to receive information, participate in decisions that affect their lives, have complaints heard by decision makers, and receive feedback on actions taken and results achieved. Yet too often young people lack the information, networks, tools and mechanisms to share their views and to hold decision makers accountable. Accountability for young people must be participatory and inclusive, sustainable, transparent, repeatable, data-driven, and timely. UNICEF is seeking new and/or modernized ways of enabling duty-bearer accountability, including youth-led accountability and especially for those in marginalized or under-represented communities.

3. Supporting young people's wellbeing and meaningful engagement in humanitarian context

Young people are often on the front lines in humanitarian and protracted crises, including in any response. Yet they shoulder immense burdens: their educational, health, social and emotional development may be interrupted, networks ruptured, and voices suppressed. Systematically responding to adolescents' priorities and engaging them as change agents is essential, yet remains challenging. This is due to factors including limited capacities and opportunities, scant data on their situation, and insufficient resources for adolescent-centred responses. UNICEF seeks innovative solutions to enable young people to safely access gender-responsive and inclusive health, education, protection and other services; access safe spaces to voice their concerns; and engage directly in emergency responses. This includes capacity development opportunities to make informed decisions on critical issues, capitalize on their potential for action, and be effective agents of change for a better tomorrow.

Fundoo project in India

FunDoo is an initiative by YuWaah, UNICEF and Udhyam Learning Foundation; it leverages UNICEF's U-Report chat-based platform to deliver 21st century skills at scale, through real world tasks. The program is available on WhatsApp, Telegram and Facebook messenger. FunDoo has been created to provide 300 million young people from 14 to 24 years access to holistic, quality education and learning opportunities. So far, more than 650,000 users have registered on FunDoo and FunDoo mini.

The content developed by Udhyam Learning Foundation for FunDoo is byte sized and gamified; the tasks can be completed at home and follow the learning by doing principle. At present, there are 108 tasks with short and simple actionable prompts for users, which are tangible and reportable.

FunDoo tasks are available on-demand and do not have a time limit, allowing learners to complete tasks at their own pace. The platform leverages three significant advantages – 1) Generation Unlimited partnerships to reach young people at scale; U-Report (UNICEF's RapidPro platform) which enables linkages to WhatsApp and Facebook Messenger, the most downloaded and used apps in India with more than 500 million users; 2) the chat based medium (as opposed to a video-based curriculum that requires higher data bandwidth) ensures bridging of the digital divide and availability to the last mile user who might not be able to access high speed internet, and 3) FunDoo benefits from network effects of users coming to popular platforms multiple times a day. FunDoo uses UNICEF's RapidPro platform to code the chatbot interaction which is then broadcasted to learners on WhatsApp and FB Messenger.

FunDoo brings the following innovation to EdTech:

1. While most initiatives building 21st Century skills focus on a subset of specialized skills (such as communication skills, SEL, or financial skills alone etc.); with Fundoo, there is a wide focus on a cross section of 21st century skills. The pedagogy and implementation approach is also novel in that Fundoo is an experiential learning platform. Our pedagogy derives from the principles of Experiential learning which we implement through the concept of 'tasks.' FunDoo is organized as a modular library of tasks that learners can choose from and is not sequential. Each task is designed to focus on one primary skill (as outlined in the framework), besides positively impacting a host of secondary skills.

2. Leveraging technology for education without deepening the digital divide: The platform's design and delivery mechanism is such that a learner can use Fundoo even if they do not own their own device. All they need is access to a mobile device with WhatsApp (a device owned by someone in the family or extended circle). A majority of the learning that happens on Fundoo is off-device. Because Fundoo is a chat based learning solution, the platform is accessible even on low bandwidth.

Objectives of the review

This review is to document learning from the Fundoo project in India and assess their feasibility of global acceleration/scale-up. The India Country Office is documenting the project progress with the support from the Office of Research in the form of case studies. However, there has not been a systematic review of emerging evidence to support further acceleration and scale-up of the project as an expanded multi-country and multi-region approach.

The findings of the review will be used to:

- enhance the Country Office's understanding of project progress and room for improvement in view of current knowledge and best practices

- guide the OOI to determine whether future investments are needed to support acceleration and scale-up of the Fun-doo project
- encourage stock-taking and programme reflection process informed by success factors, best practices and areas for development
- feed into corporate knowledge and evidence around youth learning platforms
- provide inputs on how a chat-based learning tool can be utilized to inform young people about critical 21st century skills and career exploration

Scope of Work

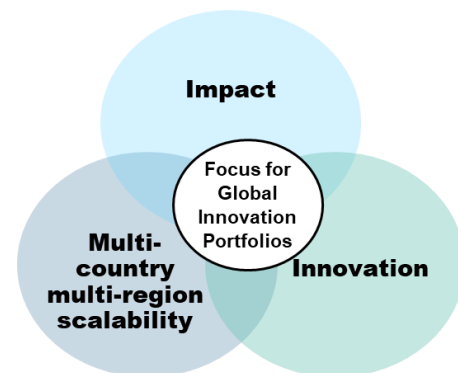
This review will be carried out with the following phases: 1. Inception phase; 2. Secondary/primary data collection; 3. Analysis and report preparation; and 4. Dissemination of the results.

1. Inception phase

The inception phase will clarify the scope, methodology, and approach of the review as well as key terms and frameworks used in the review. A series of meetings with the OOI, UNICEF regional and country office /Udhyam colleagues will take place during this phase. **An inception report (Deliverable A)** should be delivered at the end of the inception phase.

The review will be guided by a set of review questions agreed during the inception phase. The questions also serve as an analytical framework following the three criteria – impact, innovation, and scalability – laying the foundation of focus for Global Innovation Portfolios, as illustrated on the right.

The review questions (RQs) should build on the following suggested questions:



RQ 1. [Impact] To what extent is the project addressing the identified problems in the youth portfolio achieving the intended project outcomes, in the short, medium and long term?

- 1.1 Does the solution address the identified problem statement(s) without doing harm?
- 1.2 Does the solution have potential to positively impact millions of children & young people, including those most impacted by inequities? Does this solution reduce inequity by addressing populations affected by extreme poverty, conflict, discrimination, exclusion or other factors?
- 1.3 Do the emerging results vary by their impact on different age/gender groups? If so, how? What are notable trends?
- 1.4 What is the impact of social media and digital marketing on enrolment for FunDoo?

RQ 2. [Innovation] To what extent is the solution innovative, making more impact than traditional approaches?

- 2.1 Is the solution new? How new is the solution? Is it new to the country or to UNICEF?
- 2.2 Is the solution future facing? How will it continue to adapt as it scales to multiple countries?
- 2.3 Is there emerging evidence it can solve better than existing alternatives in and outside UNICEF at scale?
- 2.4 Has the solution demonstrated viability (technical, financial)?
- 2.5 Does the solution align with UNICEF's innovation principles?

RQ 3. [Scalability] To what extent are the solutions relevant, effective, and efficient to be accelerated/scaled-up as a regional/global solution?

- 3.1 Is there shared demand across countries and regions for a solution?

- 3.2 Does this solution have a sustainable and scalable business or operating model, which is appropriate to the maturity of the innovation?
- 3.3 Is the team able to support scale up?
- 3.4 What would it take to scale up within the country and beyond the country?
- 3.5 Is the solution / team positioned to benefit from acceleration support?

RQ 4. [Enabling environment] What enabled success for the solutions and what are key lessons learned/room for improvement? What lessons do we have for UNICEF's strategic direction, prioritization, programming, funding and implementation of innovation?

- 4.1 What factors enabled or hindered successful implementation of the funded solutions?
- 4.2 How has the program benefited from youth consultations and feedback on product?
- 4.3 How has the work been funded (Set Aside and others)? What are the consequences of it being underfunded?
- 4.4 If solutions are not fully designed following UNICEF's innovation principles, then how can these be incorporated moving forward?
- 4.5 Who are the key partners – governments, UN agencies, major donors, INGOs and NGOs – to advance UNICEF's innovation agenda?
- 4.6 Is there potential to create a global solution lead role?

A review/study matrix with means of verification of each review question and sub-question should be included in the **inception report (Deliverable A)**.

2. Secondary and primary data collection

An initial review of secondary data (both qualitative and quantitative) will focus on gathering and collating existing emerging evidence from the country office(s) and Udhyam Learning Foundation. This will include progress reports of the Set Aside funding, CO situation reports, the case study by OoR, thematic reports, excerpts from monitoring and evaluation reports, user experience studies, newspaper articles and other media. The review of secondary data will lead to better understanding of what needs to be collected through primary data collection.

For questions not answered by exploring existing secondary data, primary data collection is to be carried out. Primary data will fill the gaps identified in the secondary data review around the review questions. Key informant interviews, focus group discussions, and other qualitative feedback from young people will be carried out at all levels – global, regional, and country levels. The exact number of interviews is to be defined and agreed during the inception phase. A suggestion is included in the below table.

Level	Function	No. of interviews
Global	HQ Programme Youth/Education teams & OOI	5
Regional	Programme Advisors (Youth/Education)	5
	M&E Advisors	3
Country	CO Youth/Education/M&E colleagues, key government/NGO/private sector partners and Udhyam Learning Foundation	20

Moreover, to answer review questions 1 and 2 (impact and innovation), harvesting user feedback and learning outcomes via the Fundoo platform as well as focus group discussions with young people will be critical. Based on the measurement framework defined during the inception phase and baseline data availability, additional surveys (pre & post knowledge surveys) will be carried out. How to demonstrate Fundoo's effectiveness in achieving learning outcomes as well as its scale-up rate (e.g. customer acquisition) compared to similar platforms will be explored in the inception phase as well.

To answer review questions 3 on scalability, the measurement framework defined during the inception phase should include various measures for sustainability such as how long people stay on the platform or how many referral cases occurred, rather than a simple measure of the number of users.

3. Analysis and report preparation

The first draft of the report will consolidate findings from primary and secondary data analysis responding to review questions agreed in the inception phase.

In order to answer Review Questions 1 and 4, it is also important to have fluid approaches such as outcome harvesting or process tracing to capture the innovation narratives for learning while tracing the impact of the solutions.

Once the first draft of the **final report (Deliverable B)** is shared with all internal stakeholders (OOI, Programme Group, Regional and Country Offices), at least one round of feedback gathering should be carried out. After a **series of webinars sharing key findings with a slide deck (Deliverable C)**, a final report (Deliverable C) is to be prepared taking into account discussions during the webinars. A **2-page executive summary** is also expected (**Deliverable D**).

4. Dissemination

Once a draft report is made available, a **series of webinars (Deliverable C)** is to be organized to present key findings and recommendations for each region as well as for globally. Regional and Country-level Youth/Education and Monitoring and Evaluation colleagues and other colleagues engaged in innovation activities are main targets of the webinar.

Deliverables

To summarize, the review will produce the following deliverables:

- A. An inception report (~20 pages)
- B. A draft and final report (<60 pages)
- C. Regional/global webinars to present and discuss key findings and recommendations and a slide deck
- D. 2-page executive summary

Timeline and payment schedule

The assignment is expected to be carried out remotely with a proposed timeline below. The total number of working days estimated is 100 days combined for both consultants.

Specific tasks	Deliverables	Estimated combined working days	Timeline and Deadline
Finalize the review questions, develop methodologies to be used, criteria for country selection and proposal for country selection, and develop a review matrix	A. Inception report	20 days	4 weeks
Collate primary and secondary data following the review questions and methodology defined/agreed in the inception phase. Prepare a draft report	B. Draft report	60 days	16 weeks
Based on the draft report, share and present report during validation exercises in regional and global webinars	C. Regional/global webinars & slide deck	10 days	4 weeks
Incorporate comments and feedback based—and deliver final report; 2-page summary brief	D. Final report & E. 2-page executive summary	10 days	3 weeks

Required Qualifications & Technical Expertise

The assignment is expected to be carried out with a proposed timeline below with a total of **100** working days between two people over four months with **potential field travel**.

One (1) lead reviewer	<ul style="list-style-type: none"> Post graduate qualifications in Education, International Development, Social Policy, Youth empowerment, Social Innovation, or related fields. At least 12 years of relevant working experience in the subject matter, including youth/learning innovations Strong analytical background including planning for and conducting analytical exercises Experience in conducting reviews or evaluations of innovation programmes, ideally experience in deploying innovative, participatory, youth-led and other non-traditional monitoring and evaluation methods in development contexts Experience conducting qualitative research (including key informant interviews) analysing large quantities of data/documents and synthesizing them Experience with theory-based approaches such as contribution analysis, outcome harvesting and process tracing Experience working with the UN system, NGOs, governments in the development/humanitarian context
One (1) reviewer	<ul style="list-style-type: none"> Post graduate qualifications and working experience in related fields, including Education, International Development, Social Policy, Youth empowerment, Social Innovation At least six years of professional experience in monitoring and evaluation of development/humanitarian projects

Application procedure

Interested candidates are requested to apply via the UNICEF recruitment system. We are looking for two individuals to work together on this project; each person should complete the application and indicate who their pairing with for the execution of the consultancy in the cover letter, if any partner is identified.

Applicants are also requested to include in their cover letter which role you are applying for – lead reviewer or reviewer.

Each applicant should indicate their overall financial proposal for completing the components indicated in the deliverables section of the TOR.

Other qualifications: To qualify as an advocate for every child your expert will have...

- Experience in working with multiple countries and with multiple stakeholders an asset.
- Excellent written English and verbal communication skills required.
- Experience with processing large amounts of information and synthesizing it
- Strong interpersonal and networking skills. Ability to work collaboratively in a team and in a diverse work environment.
- Knowledge of United Nations - particularly UNICEF - programming, processes and work streams an asset.
- Fluency in English is required, strong written and verbal competency is necessary.
- Working knowledge of another UN language (Arabic, Chinese, French, Russian, Spanish) an asset.

For every Child, your expert demonstrates...

UNICEF's values of Care, Respect, Integrity, Trust, and Accountability (CRITA).

To view our competency framework, please visit [here](#).

UNICEF is committed to diversity and inclusion within its workforce, and encourages all candidates, irrespective of gender, nationality, religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of the organization.

UNICEF has a zero-tolerance policy on conduct that is incompatible with the aims and objectives of the United Nations and UNICEF, including sexual exploitation and abuse, sexual harassment, abuse of authority and discrimination. UNICEF also adheres to strict child safeguarding principles. All selected candidates will, therefore, undergo rigorous reference and background checks, and will be expected to adhere to these standards and principles.

Payment details and further considerations

- Payment shall be effected upon satisfaction of each of the key deliverables
- Two separate consultancy contracts will be made; and each consultant is to submit invoices separately after the deliverable is accepted