**overview**

|  |  |
| --- | --- |
| Title | Individual Consultant for Technical Assistance in Skills for Employment |
| Location of Assignment | UNICEF HQ in New York |
| Language(s) required | English and another UN language an asset. |
| Travel | Occasional missions to RO/CO as assigned by line manager |
| Duration of Contract | 11.5 months: 2 April 2018 and 20 March 2019 |
| Annual Work Plan reference | 1.4 Skills Development for Employability |
| Section & unit | Education, Gender Equity in Education Team |
| Consultant Reporting to | Gemma Wilson-Clark |
| Estimated Cost; fee | $157,000 (consultancy) $12,500 (travel) |
| WBS Budget Code & Grant | 456D/DO/10/002/001/004, SC149905 |
|  |  |

**Background & Rationale**

UNICEF seeks to contribute to the realization of the rights of all children, especially the most disadvantaged. Since learning and skills development are key areas to achieve this envisaged impact, UNICEF’s Strategic Plan 2018 – 2021 in its goal area 2 includes a focus on strengthening education systems to effectively support children and adolescents to learn and to develop skills for personal empowerment, active citizenship, non-violence, gender equality and employability, both in and out of schools, including in humanitarian situations. UNICEF supports governments and partners to reduce gender-based disparities in learning and development of skills and supports them in challenging gender stereotypes in the education system that perpetuate gender biases in the labor market.

Investing in adolescents’ learning and skills development – including in particular, the most disadvantaged adolescents – is a priority that UNICEF has identified for the second decade of a child’s life. This priority links directly to the achievement of SDG targets, including those related to ending poverty in all its forms, enhancing education and life learning opportunities and promoting employment and decent work for all. Strategies adopted by UNICEF to provide better opportunities for adolescents to be productive and break intergenerational cycles of poverty include 1) accelerating programming for the retention of primary school students, transition to post-primary education and secondary completion with a focus on quality and learning outcomes; 2) investing in programmes that nurture adolescents as innovators and critical thinkers, both through formal or non-formal learning environments; 3) supporting social protection approaches that build the skills and knowledge required for employability and entrepreneurship; and 4) eliminating child labour, in particular hazardous work, for children who are old enough to work.

UNICEF is working globally towards strengthening policy and programme interventions that improve skills development for adolescent boys and girls (10-17 years) by contributing to their learning of content and skills and by providing them with increased opportunities for employment, entrepreneurship and citizenship. This area of work will follow a multi-sectoral approach and build on the evidence and expertise generated by the various sections within UNICEF (education, child protection, adolescents and social inclusion) as well as the expertise of other organizations, specifically ILO and the World Bank (WB), which have undertaken extensive work in the area of employment of young people.

Since issues of employability and employment require an approach that links both the supply and demand side, collaboration between key multilateral actors is a critical component of our work and it is built on 1) good practices in areas of learning and employability of adolescents; 2) the complementarity of roles between these organizations; and 3) lessons learned from existing regional/country level collaboration in the area of learning and employability; and will be supported by solid evidence and experiences from the various regions where UNICEF works.

UNICEF’s work on skills development has a clear focus on the most disadvantaged adolescents, both those who are 10-14 years and who dropped out of school or are at risk of dropping out, and older adolescents who are not in school or training or employment. Hence all programming aims to be multi-sectoral and address issues of exclusion, among others through social inclusion schemes, addressing social norms as well as providing better learning and employability opportunities for young people. Priority areas could include data, diagnostics, strategies and operation.

**Purpose**

The consultant will provide technical advice for scale up of country office programming on skills for employment and transitions to the workplace. The consultant will bring an understanding of existing evidence and multi sectoral interventions in the area of adolescent skill development and employability, including social inclusion, and apply a participatory and consultative process to the development of products and programs.

**Key Tasks:**

* Strengthen partnerships with key organizations leading global work on skills development for adolescents
* Provide regular updates on recent literature and evidence on models and approaches for supporting adolescents’ skills development and employability;
* Identify existing and planned interventions (by UNICEF and other agencies and organizations) that contribute to learning and employability of adolescents;
* Identify potential entry points for UNICEF to collaborate with technical agencies to strengthen CO programming and partnerships on skills for employability;
* Support UNICEF in its outreach to organizations to discuss potential deepening of cooperation (e.g. UNICEF focusing on second decade of life and transferable skills, World Bank Group focusing on skills, learning and employment, and ILO focusing on vocational skills and employability);
* Work with UNICEF colleagues both at the global, regional and country levels from various sections including education, social inclusion, child protection and adolescent development to design and improve programming on skills development and to identify proposed strategies and interventions both at the global regional levels;
* Draft concept notes in line with UNICEF guidelines and in consultation with colleagues from relevant sections at UNICEF HQ and regional offices;
* Contribute to program design and evaluation on skills for employment.
* Support learning across UNICEF HQ, RO and CO on evidence programing for skills for employability (webinars, briefings, case studies)

**Expected results: (measurable results)**

**Partnerships**

* Engage with the World Bank team leading Solutions for Youth Employment to share learning and evidence between agencies, including providing technical input to UNICEF Kosovo evaluation as a S4YE partner (monthly updates)
* Identify, agree and monitor commitment for Global Initiative on Decent Jobs for Youth through dialogue with ILO (monthly updates)
* Liaise with PFP to identify new partnership opportunities and identify suitable Country Offices with which to engage on design of new programs. At least 5 concept notes developed in line with UNICEF and donor guidelines.
* In collaboration with CO, develop two proposals (for private sector donors) in line with UNICEF and donor guidelines, including analysis of the problem, strategic orientations for program design, stakeholder assessment, and implementation strategies (theory of change)

**Evidence Generation and Knowledge Management**

* Provide updates on emerging evidence base on effective strategies and interventions to offer opportunities for skills development for the most marginalized adolescents (monthly briefing)
* Disseminate UNICEF Guidance on skills development and employability, including at least two Regional Network meetings (in person or online) and team site updates.
* organize webinars to communicate strategic initiatives on skills development led by key stakeholders
* produce communication brief for building capacity across the organization

**Program Design and Implementation**

* Lead Education Section engagement with the ING Bank Funded Skills for Employment program across Kosovo, Montenegro, China and Philippines.
* Provide technical advice to program design, results framework and quality assurance of the annual report and capture lessons learned through case studies and advice to evaluation.
* Plan and coordinate Global Event on Skills for Employability and Citizenship Education, in collaboration with ADAP, to profile learning from the ING country programs.
* Provide technical input when required to HQ and CO documents on skills for employment (including Education Strategy Notes, Annual Results Report).

The consultant will report to the Senior Education Advisor in the Gender Equality in Education team, Education Section, Programme Division, NYHQ.

**Duty Station**

UNICEF HQ in New York City. Should the consultant need to reallocate to New York, UNICEF will cover one return individual economy fare from home location through reimbursement to the consultant.

**Timeframe**

**Start date: 2 April 2018 End date: 20 March 2019**

|  |  |  |
| --- | --- | --- |
| Deliverables (2018-19) | Duration  (Estimated # of Days) | Deadline |
| Quality assurance of ING Phase 2 proposal  Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 21 | 30 April 2018 |
| Proposal (1st donor) on skills for Employment,  Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 22 | 31 May 2018 |
| Webinar held on skills development – UNICEF experience  Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 20 | 29 June 2018 |
| Proposal (2nd donor) on skills for employment  Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 21 | 31 July 2018 |
| Webinar held on skills development – UNICEF experience  Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 22 | 31 August 2018 |
| Report on Global Event on Skills Development  Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 19 | 28 September 2018 |
| Webinar held on skills development – UNICEF experience  Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 23 | 31 October 2018 |
| Quality Assurance of ING Phase 1 (6 month) report  Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 21 | 30 November 2018 |
| Webinar held on skills development – UNICEF experience Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 20 | 31 December 2018 |
| Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 22 | 31 January 2019 |
| Webinar held on skills development – UNICEF experience Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 20 | 28 February 2019 |
| Case studies x 2 CO for ING Phase 2Monthly Report on Partnerships, Evidence Generation and Program Design and Implementation (3 pages) | 10 | 15 March 2019 |
|  | 241 |  |

**Key competences, technical background, and experience required Deadline**

* An advanced university degree in social studies, education or a related field (Master or above);
* At least eight years (8) of experience in the design, implementation and/or evaluation of education and/or training programmes in a low or middle income country context.
* Experience in the design and/or implementation of programs to develop the skills of children and/or adolescents, to improve their employability, including engaging the private sector and initiatives to ease the transition to the work place.
* Understanding of the evidence base on youth employment, including skills for employability.
* Strong programme design skills, including capacity to prepare logical, coherent and consistent documents including evidence, theories of change/results frameworks, log frames and budgets.
* Evaluation and/or research skills an asset, including use of mixed methods (qualitative and quantitative).
* Ability to work efficiently and effectively with project members in various locations and from different disciplines, including remotely writing and revising proposal documents.
* Excellent English speaking/writing skills required, another UN language an asset.

====================================================================================

Proposed by: Gemma Wilson-Clark, Senior Education Advisor

Signature: Date: ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Authorized by: Josephine Bourne, Associate Director

Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How to Apply**

Applicants are requested to send their submissions to [**pdconsultants@unicef.org**](mailto:pdconsultants@unicef.org) **to be submitted by February 18th** with subject line: **Technical assistance for skills for employment**

Applications must include:

* Cover letter,
* CV, and
* P-11 form[[1]](#footnote-1)
* Sample of written work where applicant the lead/primary author (approx. 5-10 pages)
* Indicate where you heard about this advertisement

Please indicate your ability, availability and daily/monthly rate (in US$) to undertake the terms of reference above. Applications submitted without a daily/monthly rate will not be considered.

**NOTE: Files should not exceed 5.0MB limit**

1. *P 11 form can be downloaded from our website at* <http://www.unicef.org/about/employ/files/Personal_History_P11.doc> [↑](#footnote-ref-1)