**TERMS OF REFERENCE FOR CONSULTANTS/INDIVIDUAL CONTRACTORS**

**Consultant for Adolescent Education- Life Skills, Girls’ Education & Career Guidance**

1. **BACKGROUND / RATIONALE**

Despite the changes brought in by all stakeholders in education, COVID-19 has impacted education the most. For the second year in a row, schools remain closed most of this period. A significant number of children from scheduled caste, scheduled tribes, minorities, and girls are unable to access education and drop out as they move across education levels. India continues to suffer from basic development challenges with regard to health, education, employment and gender equity. Most rural children have learning deficits that they carry to adulthood. Children who are in school are not acquiring the life skills necessary for their empowerment, learning and for productive employment. Adolescent girls are being denied opportunities for progress at all levels due to restricted mobility, limited education, early marriage, and high levels of violence.

Responding to the need to empower and improve the lives of its children and adolescents living in some of the most difficult and challenging geographies in India, UNICEF has been working concertedly to address gender and social parity in education and on building life skills in children across the age continuum. Recognising the girls to be most vulnerable, the focus has been to work specifically to address their educational needs and provide them a life skills-based education so that they are empowered to become responsible and productive citizens of society. In addition to academic, vocational, and technical skills, the focus is now on building those skills or competencies that are needed to support successful transition of adolescents from school to work and higher education. Various leadership platform in and out of school, will be used to build and strengthen life skills of adolescent to encourage informed decision making, greater control on life choices and improved quality of life.

UNICEF’s Education Section has consolidated various efforts to bring together a Comprehensive Skills Framework to build life skills (skills for learning, empowerment, citizenship, and employability) and work towards a defined goal for individuals in a life cycle approach. The framework is consistent with the global and national perspectives on the skills and characteristics the children and youth of India need for the future, and to the national situations, with a specific focus on the marginalized communities. UNICEF India is leveraging with the Government of India to integrate the framework within various schemes that have been initiated by the central government and within its education programme. As part of the SaMGRA1 scheme, UNICEF has partnered with the Government of India to develop a Strategic National Girls Education Plan and embedded within it is the roll out of the life skills framework in the states. UNICEF is rolling out the skills framework under the current Country Program Document (CPD) in its intervention states. This contributes to the result that children have enhanced access to and participate in safe and protective elementary education as per the RTE Act and transition to secondary school or education.

UNICEF has recently initiated the measurement of comprehensive skills for every child and young person. This involves developing and operationalizing a measurement framework for assessing the comprehensive skills for children in class 6-8 and 9-10 in schools in five UNICEF intervention states and out-of-school adolescents (11-18 years old boys and girls) in two UNICEF classified high-burden states. This contributes to the result that children have improved learning levels in elementary education (including subject specific competencies and life skills).

As part of the adolescent empowerment programme, UNICEF has also initiated a career guidance portal in 10 states to address transition of adolescents from upper primary to secondary and to the work force, supporting them choose a career path matching with their aspirations, interest, inclination and aptitude and to link scholarships, skill development programmes, internship and apprenticeship opportunities.

Support is required to document and consolidate efforts in life skills and adolescent programming across 17 states where the UNICEF programme is being implemented.

1. **PURPOSE OF ASSIGNMENT**

UNICEF India is currently providing support to the state governments to implement the girls’ education programme and integrate life skills and career guidance in education programming. The proposed consultancy is aimed to provide the necessary technical assistance to document, generate evidence and develop technical material in life skills education (life skills measurement, self-esteem and body image), career guidance and girls’ education.

**3.** **OBJECTIVE/S**

1. To document and generate evidence on life skills, career guidance and girls’ education
2. To source and support construction of courses on adolescent empowerment to host on learning management system
3. To build capacities of states on developed resources

**4.** **MAJOR TASKS TO BE ACCOMPLISHED**

The consultant shall submit technical and financial proposal with detailed methodology to meet the following scope of work:

1. Collect case studies/human interest stories around life skills, career guidance and girls’ education and share a finalized case study/human interest stories
2. Finalize the content and training material for life skills, career guidance and girls’ education
3. Support in developing a note on the life skills engagement approach processes across the states
4. Identify courses and resources on life skills, girls’ education, and adolescent programming to be hosted on UNiLearn
5. Support creation, review, and finalization of the digitized content
6. Support in conduct of virtual/face-to-face trainings of master trainers and teachers on use of digitized content

**5.** **DELIVERABLES AND DEADLINES**

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| --- | --- | --- | --- | --- |
| **S. No.** | **Major Task** | **Deliverable** | **Specific delivery date/deadline for completion of deliverable (please mention as date/no. of days/month)** | **Estimated travel required for completion of deliverable (please mention destination/ number of days)** |
| 1 | * Support in developing a note on the life skills engagement approach processes for better alignment between the life skills framework and implementation at State level | A detailed note on Life skills engagement approach processes document with alignment between the life skills framework and implementation at State level | 30 September 2021 |  |
| 2 | * Review of existing online life skills courses * Collect case studies/human interest stories around life skills from implementing states (Rajasthan and Gujarat) | Submission of 1 detailed review report online life skills course  Submission of 2 case studies document from Rajasthan and Gujarat | 31st October 2021 | NA |
| 3 | * Conduct of virtual trainings of master trainers and teachers on use of digitized life skills package * support to states in career guidance | Submission of progress report on the trainings conducted in the month  Submission of 1 progress report on Career Guidance | 30th November 2021  31st December 2021 | NA |
| 4 | * Support finalization of the digitized content on life skills and girls’ education * Conduct documentation on Adolescent girls’ education programs across the country | Submission of 1 detailed report on digitized content on life skills and girls’ education  Submission of Adolescent girls’ education program document | 31st January 2022  28th February 2022 |  |
| 5 | * Collect case studies/human interest stories around career guidance portal and Life skills program | Submission of 2 case studies each on Life skills and Career Guidance from Gujarat and Rajasthan | 31st March 2022  30th April 2022 | Visit to 2 states  (Rajasthan and Gujarat) |
| 6 | * Mapping of courses and resource materials on life skills, girls’ education, adolescent programming to be hosted on LMS | 5 online courses content reviewed and submitted  10 high quality digital resources identified, reviewed and submitted | 31st May 2022  30th June 2022 |  |
| 7 | * Collect case studies/human interest stories around girls’ education and Career guidance from other states | Submission of 3 Career guidance case studies from other states  Submission of 2 girls education case studies from other states | 31st July 2022  15th August 2022 |  |

**6.** **DUTY STATION**

*Delhi*

**7.** **SUPERVISOR**

Education Specialist, UNICEF

**8.** **OFFICIAL TRAVEL INVOLVED (ITINERARY AND DURATION)**

Visits to states (based on office travel policy

**9.** **ESTIMATED DURATION OF CONTRACT FULL TIME)**

September 1, 2021 – August 15, 2022 (11.5 months from start date of the contract)

**10.** **QUALIFICATIONS / SPECIALIZED KNOWLEDGE / EXPERIENCE/ COMPETENCIES (CORE/TECHNICAL/FUNCTIONAL) / LANGUAGE SKILLS REQUIRED FOR THE ASSIGNMENT (Please use as applicable)**

* Master’s Degree in the field of Social Sciences / Education
* 5-8 years’ experience in working in the field of education / girls’ education
* Experience of working on life skills and girls’ education at the national, state and grassroots level including accelerated programmes for OOSC
* Knowledge, skills and understanding of analytical tools/pedagogy related to life skills and girls’ education
* Strong understanding of government systems for education, issues of social inclusion, girls’ education and out of school in planning and monitoring
* Harmonious working relationships and ability to work with multi-partner working groups
* A robust understanding of education, life skills and adolescents’ issues.
* Strong understanding of technology platforms and the use of such platforms for learning and training;
* Excellent written and presentation communication skills in English and Hindi;
* Ability to engage with a wide range of people, including government partners, academic centres, formal and in-formal networks and collectives, NGOs/CSOs and technical experts if required to collate all relevant information
* Experience of working with development partners;
* Proven excellent analytical, report writing and organizational skills;
* Institutional knowledge of the UN/ UNICEF

**11. SELECTION PROCESS**

1. **Technical Evaluation Criteria - with weights for each criteria (QCBS)**

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| --- | --- | --- | --- |
| **S. No.** | **Criteria** | **Maximum** | **Minimum** |
| Stage-I | (1) Language and content of cover letter - suitability for position, analytical skills, working with government or UNICEF, motivation and willingness to undertake field visit | 10 | 7 |
|  | (2) Relevant Education Qualifications | 10 | 7 |
|  | (3) Relevant work experience | 20 | 14 |
|  | Candidates who score overall 28 marks and above as well as the minimum marks in each of the criteria (1), (2) and (3) will be shortlisted for an Interview | | |
| Stage-II | Interview | 40 | 28 |
|  |  |  |  |
|  | **Total technical score (A)** | **80** | **56** |
| Stage-III | Financial **(B)** | **20** |  |

Minimum overall qualifying score for technical evaluation is kept as 56/80. Weightage of technical evaluation and financial proposal assigned in the final evaluation would be 80:20 respectively.

**12.**  **PAYMENT SCHEDULE**

The payment will be made against the deliverables upon submission and acceptance by the Supervisor as mentioned in the attached financial template

*\* Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.*