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

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| **Title: Consultant- Adolescent Education** |  | **Type of engagement**  Consultant | **Duty Station:**  **New Delhi** |
| **Purpose of Activity/Assignment:** UNICEF India is currently providing support to the National and state governments to implement the girls’ education programme and integrate life skills, 21st century 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. | | | |
| **Scope of Work *(Include Background/Rationale/Key Objectives of the Assignment)*:**  **Background-** In the new Country programme, UNICEF’s work to support the unique needs of young people has gained momentum, as the challenges facing them have come more sharply into view. UNICEF is committed to delivering for all children and adolescents through its overall impact goal of ‘realizing the rights of every child, especially the most disadvantaged.  Despite the changes brought in by all stakeholders in education, COVID-19 has impacted education the most. 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. Recognizing 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) with measurement and work towards a defined goal for individuals in a life cycle approach. As part of the adolescent empowerment programme, UNICEF has also initiated a career guidance portal in 15 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. Gender transformative programme is being implemented in collaboration with UNGEI.  Since the programmes for Adolescent Education is very new to India – it is necessary to capacitate the state level stakeholders and strengthen the advocacy at National level with evidence generation. Career guidance and life skills measurement requires handholding for the states. India lacks qualified counsellors at the school level. The teachers need to be trained and teacher education systems needs to be strengthened with training and content for these niche areas. Support is required to document and consolidate efforts in life skills and adolescent programming across 17 states where the UNICEF programme is being implemented.    **Objective**- The objective of this consultancy is to provide overall technical and operational support for the thematic area of “Adolescent Education” and is primarily responsible to support solutions/innovations to scale with states, Building on the current work with, and for, adolescents, in line with the new country programme under Output 3. S/he will support the implementation of adolescent strategy in the states and will be responsible for mapping and capacity building with key actors in skilling, Career guidance, and flexible learning pathways. | | | |
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| **Child Safeguarding**  Is this project/assignment considered as “[Elevated Risk Role](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/DocumentLibrary1/Guidance%20on%20Identifying%20Elevated%20Risk%20Roles_finalversion.pdf?CT=1590792470221&OR=ItemsView)” from a child safeguarding perspective?       YES       NO     If YES, check all that apply:      **Direct contact role** YES       NO   If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:   |  | | --- | |  |   **Child data role** YES      NO      |  | | --- | | If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos |   More information is available in the [Child Safeguarding SharePoint](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/SitePages/Amendments-to-the-Recruitment-Guidance.aspx) and [Child Safeguarding FAQs and Updates](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/DocumentLibrary1/Child%20Safeguarding%20FAQs%20and%20Updates%20Dec%202020.pdf) | | | |

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| **Supervisor: Education Specialist** | **Start Date: 20 Aug 2023** | **End Date: 5 Aug 2024** | |
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| Work Assignments Overview (*Include Major Tasks and Activities)* | Deliverables/Outputs | Timeline/Date for submission of Deliverable |
| Finalization of Career Cards in Rajasthan, Chhattisgarh, Karnataka, and Bihar | 4 State wise detailed report on Career Cards finalization. (Rajasthan, Chhattisgarh, Karnataka, and Bihar) | Rajasthan – by 25 Aug 2023  Chhattisgarh – 30 Aug 2023  Bihar – 5 Sep 2023  Karnataka – 10 Sep 2023 |
| Provide four training on Teacher capacity building through - career guidance certificate course to 4 states. (Bihar, Rajasthan, Chhattisgarh, and Assam) | 4 State wise detailed report on career guidance certificate course trainings. (Bihar, Rajasthan, Chhattisgarh, and Assam) | Chhattisgarh – 20 Sep 2023  Rajasthan – 30 Sep 2023  Bihar – 10 Oct 2023  Assam – 20 Oct 2023 |
| Documentation of existing STEM activities at the states across India including case study in Telangana KGBV  (Secondary literature review – 5 days  Data analysis – 5 days  Travel – 5 days  Report writing and finalization 10 days) | STEM implementation report for India including case study of Telangana KGBV – (Low-cost maker spaces) | 10 Nov 2023 - Telangana - 5 days of travel |
| Mapping of flexible learning pathways for students 15+  (Secondary literature review – 5 days  Data analysis – 5 days  Report writing and finalization 10 days) | Report on flexible learning pathways for 15+ students | 5 Dec 2023 |
| Review and finalize the digitized self -esteem body image programme content -6 comics and teacher guide | Submission of detailed report on digitized self -esteem body image 6 comics and teacher guide – Hindi -(6 comics and Teacher module digitization – Hindi) | 5 Jan 2024 |
| Provide training to master trainers and teachers on digitized self -esteem programme content in 4 states.  (UP, Rajasthan, Chhattisgarh and Orissa)  Online Training  Uttar Pradesh – 5 days  Rajasthan – 5 days  Chhattisgarh – 5 days  Face to Face: Orissa – 5 days of Travel | 4 State wise detailed report on digitized self -esteem trainings. (online: UP, Rajasthan, Chhattisgarh and In person: Orissa) | Online training -  Uttar Pradesh -15 Jan 2024  Rajasthan - 25 Jan 2024  Chhattisgarh -15 Feb 2024  Face to Face training:  Orissa - 8 March 2024 |
| Mapping of courses and resource materials on Career Guidance in India  (Secondary literature review – 5 days  Data analysis – 5 days  Report writing and finalization 10 days) | Mapping of Career Guidance resources in India - Report | 20 April 2024 |
| Mapping of courses and resource materials on life skills on DIKSHA platform.  (Secondary literature review – 5 days  Data analysis – 5 days  Report writing and finalization 10 days) | Mapping of Life skills resources on Diksha platform - Report | 10 May 2024 |
| Evidence generation - human interest stories, case studies and good practices from states on skills for life, work and sustainable development, girls' empowerment.  (Secondary literature review – 5 days  Data analysis – 5 days  Report writing and finalization 5 days) | Submission of 2 case studies -Collate case studies/human interest stories around **career guidance/life skills** | Career guidance - 5 June 2024  Life skills – 20 June 2024 |
| Process document efforts around Gender transformative education  (Secondary literature review – 5 days  Data analysis – 5 days  Travel – 5 days  Report writing and finalization 5 days) | Gender transformative programme implementation report of Maharashtra. | Maharashtra - 15 July 2024 – 5 days of travel |
| Process documentation on Atal Tinkering Labs – (ATL) initiatives in Andhra Pradesh and Karnataka  (Secondary literature review – 5 days  Data analysis – 5 days  Travel – 5 days  Report writing and finalization 5 days) | Atal Tinkering Labs initiatives implementation report including case study of Andhra Pradesh | Andhra Pradesh - 1 Aug 2024 –– 5 days of travel |
| **Estimated Consultancy fee (INR)** |  |  |
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| Travel - International (if applicable) | Not applicable |  |  |
| Travel - National (please include travel plan)  **States of Orissa, Andhra Pradesh, Maharashtra, Telangana and any other state as requested by supervisor*.*** | * Number of trips (air/train) = 4 trips * Number of days of outstation travel days (for estimating taxi charges) = 10 days |
| Per Diem/DSA (if applicable) | * Number of days of outstation travel = 25 days (for estimating per diem) |
| **Minimum Qualifications required:** | **Years of Experience/Knowledge/Expertise/Skills required:** | | |
| Bachelors  Masters  PhD  Other   * Enter Disciplines: Master’s Degree in the field of Social Sciences / Education | * Minimum 5 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 * Knowledge, skills and understanding of analytical tools/pedagogy related to life skills, career guidance and girls’ education * Strong understanding of government systems for education, issues of social inclusion, girls’ education and out of school in planning and monitoring * 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 and UN/ UNICEF * Proven excellent analytical, report writing and organizational skills | | |
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| [**Competitive Selection Criteria**](https://unicef.sharepoint.com/:x:/r/sites/DHR/_layouts/15/Doc.aspx?sourcedoc=%7Bda0b1215-ade3-4345-8188-e2b7df9b2fa4%7D&action=default&uid=%7BDA0B1215-ADE3-4345-8188-E2B7DF9B2FA4%7D&ListItemId=353&ListId=%7B465BE47D-174D-4461-B4D6-18B9FC34CB32%7D&odsp=1&env=prod&web=1&cid=a9bfc2d5-3213-4b69-9b04-acb0c830c6d1) **(for clarification see** [**Guidance)**](https://unicef.sharepoint.com/:w:/r/sites/DHR/_layouts/15/Doc.aspx?sourcedoc=%7BB3E3517A-8BBF-4368-90FE-7DBCD31544EA%7D&file=Guidance%20on%20Completing%20the%20Selection%20Matrix%20for%20Consultants%20and%20Individual%20Contractors.docx&action=default&mobileredirect=true)  Interested candidates are required to submit the following documents as part of their application for the consultancy:   * An updated CV, demonstrating all the requirements stated above * A cover letter (max 2 pages) outlining understanding of the scope and activities, motivation to undertake it and demonstrating fit for the assignment * A recent relevant writing sample (up to 3 years old), which can include a professional publication, or a report or some other writing piece completed as part of their professional work. Where a writing piece has several authors, the applicant should specify which sections were written by her/him. (Note by submitting a writing sample, the consultant confirms this is their original work. If it is found not to be original work, this will be grounds for non-selection.) * Shortlisted candidates will be invited to participate in an interview, which will seek to verify relevant professional experience, as well as test technical knowledge and the UNICEF competencies listed above   A) Technical Evaluation (maximum of 75 Points) B) Financial Proposal (minimum of 25 Points)    1) Educational Qualifications: (10)  An Advanced University degree in social science or Education  2) Relevant Experience: (25)   * At least 5 years of professional work experience at national and / or international levels in programme/project planning and implementation, with a particular emphasis on education. * Developing country work and/or field experience on life skills, career guidance is an asset   3) Technical Knowledge and Skills: (10)   * Quality of written sample of previous work, which should include reports developed and documentation undertaken on education   Interview (30) – only candidates those score 35 points (out of 45) will be called for interview.  Qualifying score in technical evaluation is 60 out of 75. | | | |

**Text to be added to all TORs:**

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.

The selected candidate is solely responsible to ensure that the visa (applicable) and health insurance required to perform the duties of the contract are valid for the entire period of the contract. 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.

The General Terms and Conditions of Contract (Consultants) are [**ATTACHED**](https://unicef.sharepoint.com/sites/DHR/DocumentLibrary1/Forms/AllItems.aspx?id=%2Fsites%2FDHR%2FDocumentLibrary1%2FTalent%20Acquisition%2FConsultant%20and%20Individual%20Contractor%20CoE%2FHRD%20GTCs%20consultants%2Epdf&parent=%2Fsites%2FDHR%2FDocumentLibrary1%2FTalent%20Acquisition%2FConsultant%20and%20Individual%20Contractor%20CoE) ***(please attach the GTCs while advertising or sharing the TOR with candidates).***