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TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS

Title	Type of engagement	Duty Station
Safe Schools Programme Consultant	<input checked="" type="checkbox"/> Consultant <input checked="" type="checkbox"/> Needs UNICEF e-mail and system access.	Home-based
<p>Purpose of Activity/Assignment:</p> <p>Safe to Learn is a global initiative launched in 2019 to catalyse commitments and evidence-based action to end violence in and through schools by 2030. Safe to Learn brings together a powerful coalition of partners from education, child protection, health, gender, and social and behaviour change. Together, Safe to Learn partners leverage each other's strengths and unique expertise to ensure that every child can learn safely. Safe to Learn works to prevent and respond to violence in and around schools to improve learning outcomes and better leverage investments in education towards violence prevention and response. To accelerate action towards this shared mission, Safe to Learn partners developed a 3-year Strategy (2021-2024) to develop an ecosystem for at-scale change and embed violence prevention in education systems at the country level.</p> <p>The Safe to Learn Secretariat provides technical guidance and knowledge generation and management for use by the various stakeholders, particularly field practitioners. Safe to Learn's mission is to leverage the role of the education sector in preventing and responding to violence against children in and around schools recognizing that violence against children must be addressed in all settings and support high quality and effective interventions across the humanitarian-development-peace nexus. As of 2023 based on an Advisory Board decision to move Safe to Learn to an education partner Safe to Learn transitioned to UNICEF Education Programme Group in New York.</p> <p>The Education team does not have funding to cover all planned activities that continue until the end of 2025. Based on business needs, some deliverables may be completed if additional resources become available.</p>		
<p>Scope of Work:</p> <p>The overall goal of this consultancy is to provide services to Safe to Learn's capacity strengthening efforts and country engagement, including advising the Country Engagement Task Force. The consultant will work within the Safe to Learn Secretariat under the overall guidance of the Safe to Learn Global Coordinator and collaborate closely with Safe to Learn partners and UNICEF Education, Child Protection and Social and Behavior Change staff.</p> <p>The consultant is expected to perform following functions in line with the Safe to Learn workplan objectives 2024-2025:</p> <p>Task 1: Support country engagement on safe, inclusive, and gender equitable schools</p> <ul style="list-style-type: none"> • <i>Support the Safe to Learn working group Country Engagement Task Force (CETF) to develop and advance modalities to serve as a hub for technical support on ending violence in, around and through schools – including development of tools and papers/concept notes/presentations.</i> • <i>Develop and implement collaboration and knowledge management tools in the Country Engagement Task Force Work Plan and maintain mapping of Safe to Learn partner presence and interventions in Safe to Learn countries.</i> • <i>Work with the Country Engagement and Advocacy Taskforce and UNICEF Country Offices to strengthen the process of endorsing the Call to Action to include post-endorsement actions and support for accountability purposes.</i> 		

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- *Coordinate follow up to STL Progress assessment in 16 countries in collaboration with STL global and in-country partners including defining minimum 1 follow up activity per country and develop a data collection tool to ensure regular progress updates*

Task 2: Advisory services to support joint programme implementation on violence prevention and response in education

- *Support the development and implementation of the GPE Capabilities Grant on Safe Learning*
- *Provide capacity support through training of key stakeholders on using the STL benchmarking, tool and programmatic framework and diagnostic tool*
- *Provide recommendations and advisory services to countries, partners and the STL Secretariat, on preventing and responding to violence in and through schools, including in support of joint programming.*
- *Draft inception reports for 2 countries on STL-GPE capabilities grant using the STL benchmarking tool*
- *Facilitate the development of costed work plans in two countries and organize regular check- ins on work plan implementation*
- *Support development of M&E framework for the GPE Capability on Safe Learning in 2 countries*

Task 3: Documentation and learning

- *Document lessons learned and knowledge generated from the work planning process and implementation of the STL-GPE capability grant*
- *Organise periodical programme review meetings for the STL-GPE capability programme*
- *Support adaptation of approaches, experience sharing, and learning activities in the STL-GPE capability programme*
- *Ensure excellent quality of learning documents from programme implementation*
- *Support aggregation and analysis of country data for global reporting*
- *Facilitate experience sharing and learning to inform and adapt policy and practice across STL countries and regions*

Task 4: Capacity development and guidance

- *Support organization of at least 4 webinars on capacity strengthening and knowledge sharing on violence prevention and response in education in response to country level work plans*

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Child Safeguarding

Is this project/assignment considered as “[Elevated Risk Role](#)” 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](#) and [Child Safeguarding FAQs and Updates](#)

Budget Year	Requesting Section/Issuing Office:	Reasons why consultancy cannot be done by staff:
2024-2025 (based on business needs and funding)	Education/NYHQ	This is a set of tasks that requires specific expertise and that contributes to the implementation of the Safe to Learn activities. The capacity to support this function does not exist within the Education Section.

Included in Annual/Rolling Workplan: Yes No, please justify:

Consultant sourcing:

National International Both

Competitive Selection:

Advertisement Roster

Single Source Selection (Emergency - Director’s approval)

Request for:

New SSA – Individual Contract

Supervisor:

Start Date:

1 March 2024

End Date

31 December 2025 (pending funding and business need)

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Work Assignment Overview	Deliverables/ Outputs	Delivery deadline	Estimated Budget
Task 1 Support country engagement on safe, inclusive, and gender equitable schools			
Technical support towards organisation and preparation of Safe to Learn Country Engagement Task Force (CETF) meetings	6-8 meeting outcome reports/tools/presentations delivered	31 December 2024	
	6-8 meeting outcome reports/tools/presentations delivered	31 December 2025	
Develop annual Work Plan for the Country Engagement Task Force	1 Annual work plan	1 April 2024	
	1 Annual work plan developed	1 March 2025	
Maintain CETF mapping of Safe to Learn partner presence and interventions in Safe to Learn countries	2 updates to the mapping sheet of STL partner presence done	31 December 2024	
	2 updates to the mapping sheet of STL partner presence done	31 December 2025	
Provide recommendations/advisory support for programme implementation to countries, partners and the STL Secretariat, on preventing and responding to violence in and through schools	A set of recommendations provided to 8 countries	31 December 2024	
	A set of recommendations provided to 8 countries	31 December 2025	
Work with the Country Engagement and Advocacy Taskforce and UNICEF Country Offices to strengthen the process of endorsing the Call to Action to include post-endorsement actions and support for accountability purposes	Draft guidance for Call to Action endorsement finalized	31 December 2024	
	2 countries signed up to the Call to Action using the guidance Guidance implemented in 4 more countries 4 more	31 December 2025	

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	countries signed up to the Call to Action using the guidance		
Facilitate publication of and follow up to STL Progress assessment in 16 countries in collaboration with UNICEF Country and Regional Offices and STL global and in-country partners	STL benchmark progress in 16 countries updated annually 1 follow up activity per country defined Establish number of schools and young people/children to be reached with STL programming for 16 countries	31 December 2024	
	STL benchmark progress in 16 countries updated annually and minimum 1 follow up activity per country defined	31 December 2025	
Task 2 Advisory services to support joint programme implementation on violence prevention and response in education			
Participate in meetings on the development and implementation of the GPE Capabilities Grant on Safe Learning	Implementation actions relating to programming documented and actioned for 10 working group meetings	31 December 2024	
	Implementation actions relating to programming documented and actioned for 10 working group meetings	31 December 2024	
Develop inception reports for 2 countries on STL-GPE capabilities grant including participation in 1 country mission	2 draft inception reports developed	31 August 2024	
	2 additional draft inception reports developed	31 December 2025	
Support development of costed work plans in two countries and organize regular check- ins on work plan implementation	2 costed work plans from 2 countries developed and reviewed	31 July 2024	
	2 costed work plans from 2 countries developed and reviewed	31 December 2025	

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Support adaptation of M&E framework for STL-GPE capability on safe learning to country level in collaboration with UNICEF COs	2 M&E frameworks adapted to country level 2 M&E frameworks adapted to country level	30 June 2024 30 June 2025	
Task 3 Documentation and learning			
Provide support to document lessons learned and knowledge generated from the work planning process and implementation of the STL-GPE capability grant	2 draft lessons learned reports (1 country level and 1 and global level) 2 draft guidance reports (1 country level and 1 and global level)	31 December 2024 31 December 2025	
Organise periodical programme review meetings for the STL-GPE capability programme	4 programme review meetings organized (2 each in 2 countries) 4 programme review meetings organized	31 December 2024 31 December 2025	
Support aggregation and analysis of country data for global reporting	Analysis of country level data from 2-4 countries included in global reporting Analysis of country level data from 2-4 countries included in global reporting	31 December 2024 31 December 2025	
Task 4 Capacity development and guidance			
Provide advisory and capacity support through recommendations and training of key stakeholders on using the STL benchmarking, tool and programmatic framework and diagnostic in minimum 4 countries per year	Training including 1 generic PPT with notes on use of Safe to Learn diagnostic tool and benchmarking and programming framework provided for minimum 4 countries Training including 1 generic PPT with notes on use of Safe to Learn diagnostic tool and benchmarking and programming framework provided for minimum 4 more countries	31 December 2024 31 December 2025	

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Estimated Consultancy fee			
Travel International	2024 country visit	May 2024	
DSA for 5 days	2024 country visit	May 2024	
Consultancy fee			
Total estimated consultancy costsⁱ			

<p>Minimum Qualifications required*: <input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p>Enter Disciplines: Education, pedagogy/andragogy, social work, social sciences, public affairs, human rights/humanitarian law, or other relevant disciplines.</p>	<p>Knowledge/Expertise/Skills required *:</p> <ul style="list-style-type: none"> Advanced university degree (Master’s degree or equivalent) in social sciences, international development, child rights, education, or other related disciplines A minimum of 8 years of professional experience in providing technical and advisory support, strategic planning, programme development, implementation, and monitoring and evaluation in diverse country contexts, including developing countries, on issues related to violence against children, including in and through schools. Experience of education and child protection/violence prevention policy and programming, with strong understanding of gender and inclusiveness. Direct working experience with key actors involved in gender-transformative violence prevention and response (e.g., policymakers, governments, education professionals, international and civil society organizations, etc.). Previous experience with Safe to Learn including knowledge of the Safe to Learn coalition and technical tools is an asset An excellent understanding of the field of violence against children, including the work of STL, UNICEF, UNESCO, UNGEI, End Violence Partnership, CSO Forum, Global Partnership for Education, Education Cannot Wait, and others. <p>Competencies</p> <ul style="list-style-type: none"> Strong written and verbal communication skills, excellent technical communication with peers and non-technical stakeholders. Excellent interpersonal skills, with the ability to successfully interact with a diverse group of people, across teams and with external partners and build consensus; Strong analytical and writing skills A commitment to excellence & attention to detail
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<p>*Minimum requirements to consider candidates for competitive process</p>	<ul style="list-style-type: none"> • Ability to work in a diverse, multicultural, and highly collaborative environment. • Flexible work attitude, with the ability to follow direction and work independently across a virtual work environment; • Excellent organizational skills, with the ability to independently track and follow-up on various tasks; • Collaborative work style, with strong team-player attitude and ability to identify gaps and to take initiative to fill them; • A good understanding of the latest research and evidence-base behind effective strategies to end violence against children in and through schools is an asset. • Experience working with UN agencies, donors, or other international and civil society organizations, particularly at the field level is an asset <p>Languages:</p> <ul style="list-style-type: none"> • Fluency in English (both oral and written) is required. • Knowledge of another UN language is an asset <p>*Listed requirements will be used for technical evaluation in the competitive process</p>
<p>Evaluation Criteria (This will be used for the Selection Report (for clarification see Guidance))</p>	
<p>A) Technical Evaluation (e.g., maximum 75 Points)</p> <ul style="list-style-type: none"> - Education Background 25 - Relevant work experience 50 	<p>B) Financial Proposal (e.g., maximum of 25 Points)</p> <ul style="list-style-type: none"> - Financial proposal 25
<p>Administrative details:</p> <p>Visa assistance required: <input type="checkbox"/></p> <p><input checked="" type="checkbox"/> Home Based <input type="checkbox"/> Office Based:</p>	<p>If office based, seating arrangement identified: <input type="checkbox"/></p> <p>IT and Communication equipment required: <input type="checkbox"/></p> <p>Internet access required: <input type="checkbox"/></p>
<p>Request Authorised by Unit Lead</p> <p>_____</p>	<p>Request Verified by Programme Operations Hub (POH):</p> <p>_____</p>
<p>Approval of Director</p> <p>_____</p>	

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ⁱ Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

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.