

**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS**

<b>Title:</b> Curriculum, Instruction, and EdTech Consultant	<b>WBS/Funding Reference/Activity/IR WBS:</b> 5070/A0/06/300/302/301	<b>Type of engagement</b> <input checked="" type="checkbox"/> Consultant	<b>Workplace of Consultant:</b> Remote based, for Cox's Bazar, Bangladesh with two weeks of international travel to Cox's Bazar
<b>Grant:</b> SM240094	<b>GL Account:</b> 6000140	<b>Fund ID:</b> 5070	

**Background:**

The fundamental mission of UNICEF is to promote the rights of every child, everywhere, in everything the organization does — in programmes, in advocacy and in operations. The equity strategy, emphasizing the most disadvantaged and excluded children and families, translates this commitment to children's rights into action. UNICEF is the leading agency in the education sector response supporting 10 implementing partners who provide education in 31 camps in Cox's Bazar in 3,298 learning facilities and in 12 schools in Bhasan Char to 241,177 learners (115,838 girls and 125,339 boys). UNICEF's direct programming contributes to more than 85 percent of the overall Education Sector achievement for the Myanmar Curricula. In UNICEF's programmes 48 percent of learners are female and 52 percent are male but for secondary education only 22 percent of learners are female.

The Curriculum, Instruction and EdTech consultancy will be part-time (3 days per week) and will be working remotely. The intended duration of the assignment is four months. There is expected to be one, two week visit to Cox's Bazar in January 2025.

**Purpose of Activity/Assignment:**

Under the guidance and general supervision of the Education Manager (P4) who leads the Education programme in Cox's Bazar, the consultant will support the integration of technology into teaching practice to connect pedagogy and technology use to improve teaching as well as to facilitate and improve teacher training, and data reporting activities. Areas of EdTech use with the Rohingya population include:

1. Deliver of blended teacher training for teachers of Myanmar curriculum in the Rohingya camps
  - a. Teachers are given tablets that provide access to Learning Passport platform where teacher training courses are available and accessible offline. These tablets are managed by an MDM platform that ensure the devices are secure and support with monitoring of the device. A total of 5,000 tablets have to be deployed in the field for teachers.
2. Digitization of record keeping for attendance and learning progress data of each learner
  - a. The Tangerine platform is used to collect attendance daily and the teachers also enter formative assessment data to track learning process. The application for the platform is made available through the tablets that are provided to teachers.
3. Providing instructional support to teachers with the interactive audio instructions (IAI) developed from third party organization called Bengal Creative Media.
  - a. 300 IAI lessons were developed for grades 4 to 7 and additional IAI content is being developed for science subject and for grade 8 during 2024.

In host communities, EdTech interventions should enhance the digital skills of adolescents and young people. This recognizes digital literacy as a 21st century skill for adolescents to thrive in a transforming world marked by technology, migration, climate change, and conflict. Digital literacy encompasses a set of knowledge, skills, and attitudes that empower children in an increasingly digital world. The consultant will support planning, development, implementation, monitoring and reporting of EdTech initiatives within the Rohingya education response. The consultant will provide technical guidance to the Education section within Cox's Bazar and UNICEF Implementing Partners (IPs) working in the education sector as well as manage and quality assure deliverables from contracted vendors and technical partners. The consultant will be managing the progress of EdTech initiatives and contributes to the achievement of results according to plans, allocation, results-based management approaches and methodology

(RBM), as well as UNICEF's Strategic Plans, standards of performance, and accountability framework. The consultant will line manage one position.

## **Key Tasks and Responsibilities**

### **I. Technical lead for the technology component of education programme development and planning.**

- a. Support the preparation, design and implementation of education programmes including the use and application of EdTech. This includes guiding UNICEF's strategic policy, advocacy and development efforts in education programmes.
- b. Help the supervisor set priorities, strategies, design, and implementation plans to strengthen use of EdTech in the education programme to strengthen pedagogical approaches, inclusion, education administration, youth and adolescent skills development. Keep abreast of development trends to enhance programme management, efficiency and delivery and maintain current technical knowledge on application of technologies in education.
- c. Participate in strategic programme discussions on the planning of education programmes and the use of EdTech to support teaching and learning, Gender Equity and Social Inclusion (GESI), education data and school administration, the participation of parents, caregivers, and communities in their children's education as well as youth and adolescent skills development.
- d. Formulate, design, and prepare programme proposals for the Education Section in Cox's Bazar, ensuring alignment with UNICEF's Strategic Plans and Country Programme and coherence/integration with the UN Development Assistance Framework (UNDAF), regional strategies and national priorities, plans and competencies.
- e. Work closely and collaboratively with internal colleagues and partners to discuss strategies and methodologies, and to determine priorities to ensure the achievement of concrete and sustainable results for student learning especially through technology-based interventions in the camps.

### **II. Programme management, monitoring and delivery of results including PD and grant management.**

- a. Determines required action to be taken for achieving results for education technologies interventions by communicating, and coordinating with the Education and PMR teams, with Implementing Partners, the Cox's Bazar Education Sector, government, and other counterparts.
- b. Manage the partnership with the EdTech technical implementing partner, International Rescue Committee, who is responsible for developing a research framework and conducting study on the UNICEF EdTech initiatives in the field as well as for using MDM to manage device deployment in the camps. In addition to providing technical guidance and quality assurance, the partnership will be managed as per the Harmonized Approach to Cash Transfers (HACT) approach to improve accountability of resources and management for results. It is a mandatory procedure where compliance by all country offices is required, together with use of global tools (e-WP, e-Tools, e-PD, eZHACT, Insight) for planning and monitoring of implementation.
- c. Manage the institutional contracts with EdTech services providers - Bengal Creative Media for developing interactive audio instructions and RTI for the Tangerine platform which supports digitally recording attendance and learning progress – this includes working with technical specialist and officers in the team for ensure timely resolution of bottlenecks and completion of deliverables.
- d. Identify lessons learned and emerging evidence on the use of technology in education and use knowledge gained for planning timely intervention to achieve goals.
- e. Actively monitor programmes/projects by working with the Education Technology UNV through timely data collection processes, and exchange information with stakeholders to assess progress, identify bottlenecks and potential problems, and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution.

- f. Manage the Education Cannot Wait grant, which includes strategic EdTech activities, by engaging with the coordination mechanisms in place and consortia members while internally collaborating with PMR and Education section manager.

**III. Technical and operational support to integrate and harness technology approaches in programme implementation to overcome challenges of access, inclusion, quality of instruction and learning loss.**

- a. Provide technical guidance and operational support to UNICEF implementing partners, UN system partners, country office partners and donors on EdTech approaches, Myanmar curriculum implementation, teacher training programs to support education program delivery. Additional guidance should be given on the application and understanding of UNICEF policies, strategies, processes, and best practices to support inclusive, quality teaching and learning in education and on programme management, implementation, and delivery of results.
- b. Provide technical guidance and review of the activities and outputs from the PD with IRC, and institutional contracts with Bengal Creative Media, and RTI as well as teacher training programmes.
- c. Develop and execute implementation plans for EdTech initiatives by working within UNICEF, with field-based implementing partners, and with technical partners.
- d. Develop and provide orientation on device governance policies in consultation with UNICEF ROSA and HQ.
- e. Arrange/coordinate availability of technical experts with Regional Office/HQ to ensure timely and appropriate support throughout the programming process.
- f. Participate in education programme meetings with the team and with partners on an as needed basis.
- g. Draft Terms of Reference, Guidance Notes, Implementation Frameworks to support the quality delivery of EdTech interventions in the Rohingya education response and the implementation of EdTech.
- h. Advise on, draft, and incorporate EdTech approaches into donor funding proposals, considering the strategic direction of the Rohingya education response, and host community programmes, over the next 1-5 years.

<p><b>Budget Year</b> 2024 and 2025</p>	<p><b>Requesting Section/Issuing Office:</b> Education, Cox's Bazar Field Office, Bangladesh</p>	<p><b>Reasons why consultancy cannot be done by staff:</b> The Cox's Bazar Field Office requires a dedicated individual to manage Education Technology initiatives as well as provide support towards curriculum and instruction activities with proven experience of capacity building, quality assurance, planning and implementation in a humanitarian context. The individual is also expected to lead and manage two donor consortium projects. The consultancy is due to a time gap between the resignation from a TA contract and the recruitment for a new TA role. Identifying someone for the permanent TA role is expected to be a challenging recruitment given the very specific set of technical skills, competencies and experience needed for the role.</p>
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**Included in Annual/Rolling Workplan:**  Yes  No, please justify:

The staff member currently supporting the subject Terms of Reference (TOR) P3 Temporary Appointment (TA) has resigned with the final working day on 04 October 2024. The primary objective of this consultancy is to ensure the continuity of programme support as outlined in the TOR, while we complete and finalise the recruitment process for the temporary assignment position designated for the TOR. It is expected to be a difficult recruitment given the specific set of technical skills, competencies and experience needed for the role.

<b>Consultant sourcing:</b> <input type="checkbox"/> National <input checked="" type="checkbox"/> International			
<b>Consultant selection method:</b> <input type="checkbox"/> Competitive Selection (Roster) <input checked="" type="checkbox"/> Competitive Selection (Advertisement/Desk Review <sup>1</sup> /Interview) <input type="checkbox"/> Single Sourcing (exceptional, only in emergency situations, approval by Head of Office required)			
<b>Name (in case of single sourcing/extension)</b> N/A	<b>Justification or Refer to NFR (in case of single sourcing/extension)</b> N/A		
<b>Supervisor:</b> Louise Leak	<b>Start Date:</b> 24 November 2024	<b>End Date:</b> 31 March 2025	<b>Duration:</b> 56 days across 4 months (3 days a week)

<b>Work Assignment Overview</b>			
<b>Tasks/Milestone:</b>	<b>Deliverables/Outputs:</b>	<b>Timeline</b>	
Strategic overview of the assignment, objectives, scope of work, approach and methodology, timeline with clear tasks, timeframe, monitoring and key deliverables	Inception report – online document that is updated monthly	5 working days after signing the contract.	
Facilitate three planning and implementation workshops with eleven UNICEF education partners to address challenges, coordinate with service providers for resolutions of reported technical issues, and coordinate with education section for progress on technology initiatives.	Develop and maintain action plan report based on the planning and implementation workshops with EdTech officers of eleven implementing partners in Cox’s Bazar and Bashan Char.	13 working days	
Manage IRC PD in alignment with HACT processes as well as technically reviewing the activities and providing timely guidance.	Finalized edtech research framework, monthly monitoring tool, and training materials.	10 working days	
Manage the service contract with BCM to ensure timely completion of deliverables.	Finalized quality assurance process document, and online folder with newly developed and approved IAI content.	13 working days	
Manage the service contract with RTI to ensure timely completion of deliverables	Finalized process document for the deployment of the attendance application and the record of learning	10 working days	
Manage the ECW consortium grant	Develop and update the ECW grant tracker	13 working days	

<sup>1</sup> A Desk Review should only be considered as a selection method when there is a justifiable urgency.

Document the edtech programme for the education response led by UNICEF in the Rohingya camps	Process document for all UNICEF led Edtech initiatives	10 working days	
An excel document that provides a dashboard regarding training and device distribution	EdTech data dashboard	13 working days	
Course on learning passport platform that is contextualized for the Rohingya response	E-course on Learning Passport for training on digital literacy and online safety	10 working days	
<b>Terms of payment</b>	<input checked="" type="checkbox"/> Payment based on approved invoice upon completion of each deliverable according to schedule. <input type="checkbox"/> Payment based on approved invoice and final evaluation upon completion of all deliverables at the end of assignment. <input type="checkbox"/> Fee advance, percentage (up to 10 % of total fee)		

<p><b>Minimum Qualifications required:</b>  <input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p>Enter Disciplines: Education, Ed-Tech, International Development, International Relations, Social Sciences.</p>	<p><b>Knowledge/Expertise/Skills required:</b></p> <ul style="list-style-type: none"> <li>• Minimum 5 years of experience working in the education field with technical experience in technology and Edtech implementation for improving teacher training and education program delivery.</li> <li>• Demonstrate knowledge, experience, and understanding of the Rohingya camp context, especially in education and technology will be an added advantage</li> <li>• Strong ability to support engagement with partners, for example with the Education Sector in Cox’s Bazar, with UNICEF’s implementing partners and Bangladesh Country Office colleagues in IT, technology and education. Other engagements are with donors, government officials, journalists, contractors and with other education forums.</li> <li>• Previous experience in similar activities with the UN or INGOs will be an added advantage.</li> <li>• Previous work experience with institutes and service providers is desirable.</li> <li>• Knowledge of global developments in education technology, especially in protracted crises. Including using technology-orientated approaches to support teacher continuous professional development, digitalised personal learning, girls’ education, participation and messaging and data for decision making.</li> <li>• Strong knowledge of integrating technology into teaching practice. Connecting pedagogy and technology use to improve teaching.</li> <li>• Sound knowledge of Education in Emergencies, PSEA, child safeguarding, gender sensitivity, etc.</li> <li>• Proficient in Word, PowerPoint, and Excel or other statistical analysis software</li> <li>• Ability to work in a multi-disciplinary team and support unexpected tasks.</li> </ul>
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<p><b>Administrative details:</b>          Visa assistance required: <input type="checkbox"/>          Transportation arranged by the office: <input checked="" type="checkbox"/>          Must have UNICEF transportation to the camps, BCM office and to offices of Ed-Tech partners and have a valid UNICEF ID, email address and desk space in Cox's Bazar Field Office for two weeks.</p>	<p><input checked="" type="checkbox"/> Home Based <input checked="" type="checkbox"/> Office Based:          If office based, seating arrangement identified: <input checked="" type="checkbox"/>          IT and Communication equipment required: <input checked="" type="checkbox"/>          Internet access required: <input checked="" type="checkbox"/></p>
<p><b>Request authorised by Section Head:</b>           Louise Leak, Education Manager, Cox's Bazar          19 September 2024          Name and signature:</p>	<p><b>Request Verified by HR:</b>           Name and signature:</p>
<p><i>Endorsement of Chief Field Services          (if Field Offices and after reviewed by the Chief Field Office)</i></p> <p>_____</p> <p><i>Name and signature</i></p> <p><i>Approval of Deputy Representative (Programme)/ Deputy Representative (Operations)</i></p> <p>_____</p> <p><i>Name and signature</i></p>	

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.

## Checklist for VA and hiring managers

### 1. Technical Offer:

Based on the careful study of the TOR and deliverables, provide (1) Information on the way you intend to achieve the outputs of the assignment and complete the deliverables. (2) Please elaborate on the timeline and milestones. (3) Also indicate references to the similar assignments that you performed & their contacts, and (4) Attach your CV.

### 2. Financial Offer:

Should be an all-inclusive (lump-sum) fee for all deliverables and complete output of the assignment as described in the TOR. It should include among others consultancy fee, associated administrative cost, all living and travel cost (please see travel plan in the TOR if applicable). UNICEF will not cover any additional cost. Payment schedule that is linked to milestones and completed deliverables should be included.

## The offers will be evaluated as follows:

Criteria	Weight	Points/amount
<b>Qualifications</b>	<b>30%</b>	
Education qualification		1-5
Years of relevant experience		1-5
References to similar assignments		1-5
<b>Technical Offer</b>	<b>50%</b>	
Technical knowledge and experience of integrating technology into teaching practice. Connecting pedagogy and technology use to improve teaching.		1-5
Experience managing institutional contracts and PDs focused on education and technology-orientated approaches to support teacher professional development and digitalised personal learning.		1-5
Has led consortium grants or high-value grants (above \$5 million) and can strategically plan, coordinate, implement and monitor education programmes in a humanitarian response.		1-5
<b>Financial Offer</b>	<b>20%</b>	
Payment schedule linked to deliverables		1-5
All-inclusive fee		1-5
<b>TOTAL</b>	<b>100%</b>	

## Child Safeguarding Certification

(to be completed by Supervisor of the post)

**Child Safeguarding** refers to proactive measures taken to limit direct and indirect collateral risks of harm to children, arising from UNICEF's work or UNICEF personnel. Effective 01 January 2021, Child Safeguarding Certification is required for all recruitments.

<p>1. Is this position considered as "elevated risk role" from a child safeguarding perspective?* If yes, check all that apply below.</p>	<p style="text-align: right;"><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>2a. Is this a Direct* contact role?</p> <p>2b. If yes, in a typical month, will the post incumbent spend <u>more than 5 hours</u> of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel. *“Direct” contact that is either face-to-face, or by remote communicate, but it does not include communication that is moderated and relayed by another person.</p>	<p style="text-align: right;"><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <hr/> <p style="text-align: right;"><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>3a. Is this a Child data role? *:</p> <p>3b. If yes, in a typical month, will the incumbent spend <u>more than 5 hours</u> manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos) * “Personally-identifiable information”, in this context, means any information relating to a child who can be identified, directly or indirectly, by an identifier like a name, ID number, location data, photograph, etc. This is a “child data role”.</p>	<p style="text-align: right;"><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <hr/> <p style="text-align: right;"><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>4. Is this a Safeguarding response role* <i>*Representative; Deputy representative; Chief of Field Office; the most senior Child Protection role in the office; any focal point that the office designated for Child Safeguarding; Investigator (Office of Internal Audit and Investigations)</i></p>	<p style="text-align: right;"><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>5. Is this an Assessed risk role*? <i>*The incumbent will engage with particularly vulnerable children<sup>2</sup>; or Measures to manage other safeguarding risks are considered unlikely to be effective<sup>3</sup>.</i></p>	<p style="text-align: right;"><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>

<sup>2</sup> Common sources or signals of additional vulnerability may include but are not limited to: age of the child (very young children); disability of the child; criminal victimization of the child; children who committed offences; harmful conduct by the children to themselves or others; lack of adequate parental care of the children; exposure of the children to domestic violence; a humanitarian context; a migrant (refugee/asylum-seeking/IDP) context. No ‘baseline’ vulnerability will be set. Hiring Managers will need to use judgment, taking into consideration the implications that follow from an assessed risk role (additional vetting scrutiny, training).

<sup>3</sup> i.e. the role-risk will be compounded by other residual risks.