

### TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS

Title	Funding Code	Type of engagement	Duty Station:
Digital learning and engagement expert consultant	Non-Grant	<input checked="" type="checkbox"/> Consultant	Maputo
<b>Purpose of Activity/Assignment:</b>			
<p>The focus of this consultancy is to develop an integrated digital learning ecosystem through the TalentBiz platform in order to facilitate access to and participation in learning and earning opportunities for adolescents and youth in Mozambique.</p>			
<b>Scope of Work and tasks:</b>			
<u>Background:</u>			
<p>Mozambique's development context is multifaceted, characterized by a mix of progress and challenges. The nation has experienced significant economic growth, particularly from 2000 to 2015, becoming one of the fastest-growing economies in Sub-Saharan Africa. This growth has been driven by a variety of factors, including the discovery of natural gas deposits and a strategic location with access to the Indian Ocean, facilitating trade for landlocked neighbours. However, despite these advantages, Mozambique faces challenges in translating economic growth into broad-based improvements in living standards. Issues such as rural poverty, weak agricultural productivity, and regional inequalities persist, compounded by vulnerabilities to natural disasters and climate change. Additionally, the country is working to overcome the impacts of the insurgency in Cabo Delgado, which has led to loss of lives, displacement, and a humanitarian crisis. As Mozambique approaches its next general elections in October 2024, the focus remains on addressing these developmental challenges to ensure a more resilient and inclusive future.</p>			
<p>In education, Mozambique has made great improvements in terms of equitable access. Despite progress, with most children entering grade one, only 1 out of 2 completes a full cycle of primary education with great regional disparities. Children are driven out of education due to a variety of internal and external factors linked to poverty and negative perceptions regarding future opportunities, limited infrastructure and overall weak quality of education, aggravated by natural disasters, conflict in the northern part and limited investment per child. Mozambique is actively working to improve its educational system, with a focus on increasing access and quality of education. The country has launched a new ten-year Education Sector Plan (ESP) for 2020-2029, which aims to create a transparent, participatory, and effective system to enhance equitable and quality education. Progress is evident with initiatives to increase learning readiness and retention, especially among girls in upper grades of basic education. However, there is still a long way to go and a significant number of children out of school, without relevant skills for further learning or accessing the world of work, particularly amongst adolescents and young people. At the same time, opportunities to get meaningful jobs are limited.</p>			
<p>UNICEF, together with its partners, including the Government, is working to provide adolescents and young people, particularly those that are currently out of school, with foundational, live and technical skills to ensure their preparedness for active citizenship and earning a livelihood. In addition, UNICEF developed a platform "TalentBiz" that facilitates access of young people to information about job opportunities.</p>			
<p>The consultant is expected to conduct all above work in close coordination with the relevant staff from different sections in Maputo and field offices as well as with government and non-governmental counterparts, under the overall guidance and supervision of the Education Chief based in Maputo.</p>			
<u>Purpose of the consultancy</u>			
<p>Under the supervision of the Chief of Education and SPRING, and in close coordination with the T4D, ADAP and Climate Change teams working on TalentBiz and possibly Yoma in the country office and the region, ensuring integration of a technology-based learning environment linking platforms like the Learning Passport, TalentBiz, Yoma and others (with off and on-line features) to provide a comprehensive educational experience that is accessible to adolescent and young people across the country. These platforms can work together to offer a range of learning opportunities, from self-paced courses to interactive community projects, all aimed at skill development and empowerment. With a focus on young people and continuous learning, such an environment can help bridge the gap between education and the evolving demands of the job market.</p>			

**Main tasks**

1. Identifying Objectives and Requirements:
  - a. Define the educational goals and learning outcomes for the digital environment.
  - b. Determine the technical requirements for integration, such as APIs and data exchange formats.
2. Platform Selection and Integration:
  - a. Assess the suitability of the TalentBiz platform to support the integration of other/related platforms or elements of Learning Passport, and Yoma.
  - b. Develop or utilize existing APIs to facilitate communication between the platforms.
3. Content Development and Mapping:
  - a. Map and create a database of (existing) content to relevant skills and job opportunities to be featured on the platform (UNICEF and otherwise)
  - b. Identify areas for future content development.
4. User Experience Design:
  - a. Design an intuitive user interface that provides seamless navigation between learning materials and synergies with potential work opportunities.
  - b. Ensure the design is inclusive and accessible to all users.
  - c. Include options of tracking usage and learning progress, including micro credentials
5. Testing and Quality Assurance:
  - a. Conduct thorough testing to ensure the integrated system functions correctly.
  - b. Gather feedback from a pilot group of users to refine the system.
6. Deployment and Scaling:
  - a. Develop strategy for the roll out of the integrated learning environment for different target audiences.
  - b. Plan for scalability to accommodate an increasing number of users and content.
  - c. Design a system for ongoing monitoring and maintenance.
  - d. Develop a Theory of Change and evaluation framework for the digital learning ecosystem

Each of these tasks requires careful planning and execution to create a cohesive and effective learning ecosystem.

**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

During the testing phase – there will be interaction with young people – hours to be defined:

:

**Child data role**  YES  NO

The platform registers data on young people (some below 18) who will access the platform. As such child safeguarding mechanisms need to be built in to ensure data protection..

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

Consultant sourcing: National <input type="checkbox"/> International <input checked="" type="checkbox"/>		Request for: <input checked="" type="checkbox"/> New Individual Contract <input type="checkbox"/> Extension/ Amendment <input type="checkbox"/> Low Value Contract (LVC)	
Consultant selection method: <input type="checkbox"/> Competitive Selection (Roster) <input checked="" type="checkbox"/> Competitive Selection (Advertisement/Desk Review/Interview) <input type="checkbox"/> Single Source Selection			
If direct selection, Justification for direct selection: N/A			
<b>Supervisor:</b> Jeannette Vogelaar, Chief, Education	Start Date: 18 August 2024	End Date: 31 May 2025	Number of Days (working) <i>100 days</i>

<b>Payment schedule</b>			
Tasks/Milestone:	Deliverables/Outputs:	Estimated Timeline	Payment schedule
<ul style="list-style-type: none"> <li>Review of TORs</li> <li>Careful review of existing platforms and assessment of opportunities and challenges in the Mozambican context</li> </ul>	Detailed action plan and timeline for the execution of the TORs	2 weeks after signing of contract (end August) – 5 days	5%
<ul style="list-style-type: none"> <li>Identifying Objectives and Requirements:               <ul style="list-style-type: none"> <li>Define the educational goals and learning outcomes for the environment.</li> <li>Determine the technical requirements for integration, such as APIs and data exchange formats.</li> </ul> </li> <li>Platform Integration:               <ul style="list-style-type: none"> <li>Assess the suitability of TalentBiz to support the integration with Learning Passport, Talentbiz, and Yoma.</li> <li>If required, propose alternative solution</li> <li>Develop or utilize existing APIs to facilitate communication between the platforms.</li> </ul> </li> <li>Content Development and Mapping:               <ul style="list-style-type: none"> <li>Map the content to relevant skills and job opportunities to be featured on the platform</li> <li>Identify areas for future content development</li> </ul> </li> </ul>	Proposed design for the digital learning eco-system	End November (25 days)	25%
<ul style="list-style-type: none"> <li>User Experience Design:               <ul style="list-style-type: none"> <li>Design an intuitive user interface that provides seamless navigation between learning materials and talent opportunities.</li> <li>Ensure the design is inclusive and accessible to all users.</li> <li>Include options of tracking usage and learning progress, including micro credentials</li> </ul> </li> </ul>	Platform created	End February (30 days)	30%
<ul style="list-style-type: none"> <li>Testing and Quality Assurance:               <ul style="list-style-type: none"> <li>Conduct thorough testing to ensure the integrated system functions correctly.</li> <li>Gather feedback from a pilot group of users to refine the system</li> </ul> </li> </ul>	Platform adjusted based on the testing results	End April (30 days)	30%
<ul style="list-style-type: none"> <li>Deployment and Scaling:               <ul style="list-style-type: none"> <li>Develop strategy for the roll out of the integrated digital learning eco system for different target audiences</li> <li>Plan for scalability to accommodate an increasing number of users and content</li> <li>Design a system for ongoing monitoring and maintenance.</li> <li>Develop a Theory of Change and evaluation framework for the integrated digital learning ecosystem</li> </ul> </li> </ul>	Plan for roll-up and scale up prepared	End May (10 days)	10%

Estimated Consultancy fee (budget items)		Proposed budget	
Professional fees	100 days		
Travel International	Return flight to Mozambique		
Travel Local	Four return flights (domestic)		
DSA	Max 24 days (10 days Nampula and 14 days CD)		
Miscellaneous			
<b>Total estimated consultancy costs<sup>i</sup></b>			
<p><b>Minimum Qualifications required:</b></p> <p><input checked="" type="checkbox"/> Bachelors   <input type="checkbox"/> Masters   <input type="checkbox"/> PhD  <input type="checkbox"/> Other</p> <p>Enter Disciplines: Information Communication Technology or related fields</p> <p><b>Administrative details:</b>            Visa assistance required: <input checked="" type="checkbox"/>            Transportation arranged by the office: <input type="checkbox"/></p>	<p><b>Knowledge/Expertise/Skills required:</b></p> <ul style="list-style-type: none"> <li><b>Technical Proficiency</b> Understanding of digital platforms and ability to navigate, integrate, and troubleshoot them.</li> <li><b>Instructional Design:</b> Knowledge of creating educational content that is engaging and effective for digital formats.</li> <li><b>Project Management:</b> Skills to oversee the development and implementation of the learning environment.</li> <li><b>Collaborative Skills:</b> Ability to work with various stakeholders including educators, students, and technical teams.</li> <li><b>Innovative Thinking:</b> Willingness to embrace new technologies and methodologies for enhancing learning experiences.</li> <li><b>Problem-Solving:</b> Aptitude for addressing challenges that arise during the integration of different platforms and technologies.</li> <li><b>Communication:</b> Clear and effective communication to facilitate the use of the platforms by all users.</li> <li><b>Continuous Learning:</b> Commitment to staying updated with the latest educational technology trends and practices.</li> </ul> <p><b>Work experience:</b></p> <ul style="list-style-type: none"> <li>At least five years of relevant work experience related to technology-based applications for learning and engagement (similar assignments) – preferably in the region</li> <li>Working experience in education sector in Mozambique is an asset</li> </ul> <p><b>Language skills:</b></p> <ul style="list-style-type: none"> <li>English – Level: Fluent</li> <li>Portuguese – Level: Proficient - Ability to both talk and write at proficient level is an asset</li> </ul> <p><input 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>            Jeannette Vogelaar, Chief Education</p> <p>Angelo Ghelardi, Chief Social &amp; Behaviour Change (OIC)</p>	<p><b>Request Verified by HR:</b>            Emely Bere, HR Manager OIC</p>		

<hr/> <i>Reviewed by Lenay Alexandra Blason</i> <b>Deputy Representative (OIC)</b>	<hr/> <i>N/A</i> <hr/> <i>Approved by Maria Luisa Fornara</i> <b>Representative</b> <i>*The Representative approves the TOR in case of single sourcing</i>
---	---

<sup>i</sup> 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

Individuals engaged under a consultancy 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.