

ANNEX 1: Terms of Reference

REGIONAL CONCEPTUAL AND PROGRAMMATIC FRAMEWORK ON SKILLS FOR ADOLESCENTS IN EUROPE AND CENTRAL ASIA (ECA)

Request for Proposal for Services (RFPS) – 2018-181176
Institutional Contract

BACKGROUND AND RATIONALE

As the world enters the age of the 4th industrial revolution marked by the accelerating innovation and adoption of ever more sophisticated automation technologies, the future of work has re-emerged as a fundamental question among policy-makers, business leaders, and the broader public around the globe¹.

Rapidly changing labour markets have created a challenge for education systems to deliver the right set of knowledge, skills and values that individuals can use to thrive and become active members of society.

The evidence from the Survey of Adult Skills, a product of the OECD¹ Programme for the International Assessment of Adult Competencies (PIAAC), which grew out of PISA (Programme for International Student Assessment), shows that individuals with poor skills are severely limited in their access to better-paying and more-rewarding jobs². Increasingly, leaders in government, academia and business agree that young people need both hard and soft skills (often called transferrable skills) to succeed in life, build more cohesive and tolerant societies and contribute to better social outcomes.

Education systems, both formal education and alternate learning opportunities, need to rapidly adapt to this changing reality and support young people in developing new ways and tools of learning, thinking and working, including the capacity to recognise and use the potential of innovations and new technologies.

Skills are at the heart of the Sustainable Development Goals (SDGs). The SDGs (particularly SDG 4, but also SDG 8 on skills and decent work) recognise young people as a driving force for development – but only if they are provided with a set of *21st century skills*³ and opportunities needed to reach their full potential, succeed in an increasingly knowledge-based global society, and become informed and engaged citizens.

Investment in skills has become a key element of the European Union (EU)'s *2020 Growth Strategy*. The Commission has proposed a series of policy actions to address key challenges and issues regarding skills including *Rethinking Education*. The 2016 *Skills Agenda for Europe* proposes ten actions to help equip people in Europe with better skills by improving the quality and relevance of training and other ways of acquiring skills; making skills more visible and comparable and improving information and understanding of trends and patterns in demands for skills and jobs to enable people make better career choices, find quality jobs and improve their life

¹ Organisation for Economic Co-operation and Development

² How to build a 21st-century school system, OECD

³ The term **21st century skills** refers to a broad set of knowledge, skills, and values that are believed to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. They include foundational literacies, competencies and character qualities.

chances. The current *EU Youth Strategy* calls for Member States to increase and improve investments in providing the right skills for those jobs in demand on the labour market, with a better matching in the short term and better anticipation in the longer terms of the skills needed. The Strategy includes creativity and entrepreneurship among its eight fields of action.

Investing in skills development for active citizenship, employability, lifelong learning and personal empowerment has also become global priority that UNICEF has identified for first and second decades of life. The UNICEF Middle East North Africa (MENA) *Conceptual and Programmatic Framework on Life Skills and Citizenship Education*⁴ was used to inform the UNICEF Strategic Plan (2018-2021), and will be used as a framework of reference for the development of UNICEF's Global Conceptual and Programmatic Skills Framework. The Framework presents a holistic approach to skills development, across four dimensions of learning.

The UNICEF Europe and Central Asia (ECA) Regional Office Management Plan (ROMP) includes specific results on providing and strengthening opportunities for adolescent boys and girls to develop skills for learning, personal empowerment, active citizenship and employability, both in and out of schools, including in humanitarian situations. Many Country Offices (COs) in ECA have included skills development in the results of their Country Programme.

In this global and regional context, it is fundamental that formal education systems and alternative learning opportunities in the Europe and Central Asia (ECA) Region rapidly adapt to the changing reality. At the same time, it is equally important to build and sustain meaningful dialogue among relevant partners from different sectors at national and regional levels, with the aim to create a fertile and dynamic ecosystem that links adolescent learning and skills development to systems results, leading to transformational action and social change.

THE CONTEXT IN ECA

While access to lower secondary education in the ECA Region is high at 96%, this hides serious gaps: low access for marginalized adolescents, for example with disabilities, Roma, or rural youth. Lower secondary school completion rates are problematic, and many adolescents leave the education system before completing compulsory lower secondary education. There is also a learning crisis throughout the region as demonstrated by the poor performance of 15 year olds in the region in PISA. All 10 countries of the Region participating in PISA 2015 performed below the OECD average, with Kosovo (UNSCR 1244) having the third lowest performance of 72 countries: only 40% of 15-year-old students met minimum proficiency in reading, math and science. Transition to upper secondary education (general or vocational programmes) is also problematic, leaving 2.4 million of adolescents of upper secondary age out of school.

In addition, most education systems in the region were built for the needs of the 20th century. Outdated teaching methodologies prevail and curricula are not adapted to the labour market, with a focus on accumulation of knowledge instead of skills needed to thrive in a rapidly evolving, innovation-driven world. Some countries in the Region are shifting towards a competency⁵-based curriculum, which is a complex endeavor that requires change in curricula and materials, pre- and in-service teacher training, and assessment.⁶

Career counselling, internship opportunities, vocational and technical education and training programmes in the Region are often scarce, underfunded, unattractive and often do not respond to labour market needs. This leaves many young people with no other option than joining the pool of labour migrants at a very young age, exposing

⁴ <http://www.lsce-mena.org/>

⁵ A competency based curricula includes a mix of knowledge, skills and values/attitudes.

⁶ https://ec.europa.eu/education/initiatives/european-education-area/proposal-council-recommendation-key-competences-lifelong-learning_en

themselves not only to further discrimination, but also to increased risks of violence, abuse and exploitation. A striking 24% per cent of young people in the region are NEET (not in education, employment or training).

Young people in ECA are the most affected by challenging labour market situations and the most vulnerable to unemployment or vulnerable working conditions, with variation across sub-regions. There are also significant skills mismatches among the skills possessed by graduates from the education system and the expectations of the labour marketⁱⁱ. In Central and Eastern Europe, 40 percent of private-sector employers report that low skill levels – particularly life skills – in the workforce are a constraint on economic growth⁷.

Children and adolescents develop skills through multiple learning pathways, formal and non-formal, as well as within families and communities. In recent years, several UNICEF Country Offices in the ECA Region⁸ have supported skills development initiatives in both formal and non-formal learning environments, with a focus on the most marginalised and vulnerable children and adolescents.

The ultimate aim of UNICEF's work on skills for adolescents in ECA is to achieve three outcomes, aligned with UNICEF's global interventions⁹:

- **A knowledge society through improved education outcomes**, by enhancing access to and quality and relevance of education in primary and secondary (general and vocational) schools and non-formal education settings;
- **Economic development through improved employment and entrepreneurship**, also by improving transition from education to employment; and
- **Enhanced social cohesion** through improved adolescent resilience, participation and civic engagement.

Strategies and initiatives supported by UNICEF in the Region include:

- Developing or improving existing curricula and teaching methodologies in schools, by integrating life skills and non-cognitive skills across the national curriculum at primary and secondary level;
- Modelling innovative skills building programmes that nurture adolescents as social innovators and critical thinkers, both through formal or non-formal learning environments (for example, youth houses/centers and innovations labs), also in humanitarian settings.

Nevertheless, such programming has been often scattered or insufficient and not able to reach results at scale, leaving too many adolescents unable to strengthen their resilience, reach their full potential and to get—and keep—meaningful and decent employment. For skills to retain their value, they must be continuously developed throughout life. There is also a need to address the skills deficit in a concerted and systematic way. More knowledge and evidence is required to better understand the broad spectrum of life skills that adolescent boys and girls in the ECA Region require to thrive, taking into consideration different sub-regional contexts¹⁰, and how to better link demand and supply side.

PURPOSE AND SCOPE OF THE ASSIGNMENT

In the context described above, the UNICEF Regional Office for Europe and Central Asia is looking for a team of qualified individuals/professionals to develop a *Conceptual and Programmatic framework on Skills for Adolescents in Europe and Central Asia*, with the aim of supporting UNICEF's work with partners on equipping

⁷ IYF (2012), p. 2 and 6

⁸ UNICEF ECA works with and for disadvantaged children and adolescents in 21 countries and territories across Europe and Central Asia

⁹ See the UNICEF MENA Framework for reference, p. 12

¹⁰ For the purpose of the regional analysis, three sub-regions have been identified that include the following countries and territories in which UNICEF has a programmatic presence: **Central and Western Europe** (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia, the former Yugoslav Republic of Macedonia, Croatia, Bulgaria, Romania, and Turkey); **Eastern Europe**: Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova and Ukraine; **Central Asia**: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

adolescent boys and girls in the ECA Region, including the most vulnerable and marginalised, with the relevant skills for learning, employability and active participation in society.

The long-term aim of the regional framework is to:

- ⇒ Provide evidence-based strategic conceptual, programmatic and technical guidance to UNICEF Regional Office and selected Country Offices in the ECA Region, on how to best work with partners in the design and quality improvement of systemic and integrated skills development interventions in formal and non-formal settings, both at policy and programmatic levels.
- ⇒ Identify how different formal and non-formal learning environments can best deliver these skills at scale, in a systematic and sustainable way;
- ⇒ Foster policy dialogue on crucial issues with regional and national stakeholders;
- ⇒ Advance strong technical solutions in primary and secondary education and workforce development; and
- ⇒ Strengthen the capacity of governments and civil society actors in education, employment, and social protection.

KEY DELIVERABLES AND TIMELINES

To achieve the above-mentioned results, this consultancy contract entails **five key deliverables**, to be submitted in **two different phases** of the contract. **Phase 1** includes four (4) deliverables and **Phase 2** one (1) deliverable. Please note that Phase 2 is contingent on available funding. All deliverables must be submitted to UNICEF in English.

The expected deliverables of the consultancy contract are described below. The deliverables' exact timeline and deadlines will be agreed with UNICEF once the international team of experts is selected. In the technical proposals, the consultants are expected to indicate the number of days they will need for each deliverable.

PHASE 1 OF THE CONTRACT (October 2018 to March 2019)	
DELIVERABLE 1: Comparative analysis of major existing skills frameworks AND proposed outline of the content of the <i>Regional Conceptual and Programmatic Framework on Skills for Adolescents in Europe and Central Asia</i>	<p>The first deliverable will contain two main documents:</p> <ol style="list-style-type: none"> 1. Comparative analysis of major existing skills frameworks: A first step in the development of the ECA framework will be to conduct a <u>comparative analysis</u> of major existing skills frameworks at European level. These frameworks include the OECD Skills Strategy framework; OECD Core Competencies Framework on Financial Literacy for Youth; EU competencies for lifelong learning; EU EntreComp: The Entrepreneurship Competence Framework; EU Skills Profile Tool for Third Country Nationals. The consultants will also review the UNICEF MENA Framework, which is informing the development of UNICEF's global skills framework. The consultants are encouraged to propose additional frameworks that should be taken into consideration in the comparative analysis, as part of the technical proposal. <p>In the comparative analysis, the consultants are expected to highlight for each framework (but also compare):</p> <ul style="list-style-type: none"> ○ How skills and/or competences are defined; ○ How skills and/or competences are clustered; ○ What outcomes they aim to achieve (do they focus more on learning, employability, active citizenship?)

	<ul style="list-style-type: none"> ○ How results are measured (is there a monitoring and evaluation (M&E) framework in place) ○ Target group (are they relevant for adolescents aged 10-19?) ○ Relevance, strengths and weaknesses of each framework for UNICEF's work, taking into consideration the three outcomes of UNICEF's skills development interventions described before: improve education outcomes; improved employment and entrepreneurship; enhanced social cohesion). <p>The methodology for the comparative analysis will be discussed and approved by UNICEF before data collection and analysis commences (during the first meeting of the consultants with key UNICEF staff in Geneva), based on the initial proposal of the consultants included in the technical proposal.</p> <p>2. The consultants will design the detailed outline of the <i>Regional Conceptual and Programmatic Framework on Skills for Adolescents in Europe and Central Asia</i>, with detailed description of the content of each chapter/sub-chapter. As a minimum, the framework will need to include the following elements:</p> <ul style="list-style-type: none"> ○ List of boxes, figures and tables ○ Abbreviations and acronyms ○ Acknowledgments ○ Executive summary ○ Introduction/Background, highlighting: <ul style="list-style-type: none"> ○ Overall context for the development of the framework (why it was developed and its objectives). The consultants should also use the analysis of labour market trends (deliverable 2) to inform the background. ○ The vision and objectives of the Framework, with underlying theory of change ○ The methodology used to collect and analyse data, including challenges encountered ○ A visual representation of the conceptual and programmatic framework developed for ECA. ○ An analytical overview of the different conceptual approaches to skills development in ECA (based on the comparative analysis of major existing skills frameworks) ○ Analysis of existing programmatic interventions and approaches in ECA (based on the summary of results of deliverable 2 (analytical mapping of life skills education initiatives in Europe and Central Asia (formal and non-formal). ○ Key findings ○ Recommendations
DELIVERABLE 2: Analysis of Labour Market trends in	<p>The regional framework will include a forward-looking analysis of labour market trends across Europe and Central Asia, identifying trends in different sub-regions. This will be done through a desk research and analysis of relevant regional and national secondary data and literature (in English).</p>

<p>Europe and Central Asia (ECA)</p>	<p>Specifically, the analysis needs to include:</p> <ol style="list-style-type: none"> 1. Trends in: <ul style="list-style-type: none"> ○ Youth population ○ Youth employment ○ Youth labour migration/mobility ○ Economic sectors that have growth potential (by sub-region) and offer opportunities for youth employment and self-employment in both formal and informal sectors. ○ Challenges and opportunities in the different economic sectors. ○ Entrepreneurship. 2. Opportunities and challenges to youth employability in the sub-regions, also identifying common trends in ECA. 3. Based on the previous points, determine and anticipate: <ul style="list-style-type: none"> ○ The top skills that ECA's future generation will need for youth employability: foundational, technical, competences and character qualities. ○ Which skills will become obsolete, and which ones will become indispensable? ○ Analysis of skills mismatch between what national education systems supply and what employers need. 4. Existing mechanisms in ECA to support young people into work (e.g. career support; employment support; social protection support) and barriers to access these mechanisms. <p>To complete this task, the team of consultants will conduct a desk research and analysis of relevant regional and national secondary literature. including policy and programme documents. The initial <u>extensive</u> list proposed by the consultants will be finalised after the first meeting with UNICEF. Some of the key documents to be analysed include ILO (International Labour Organisation) reports (i.e. World Employment Social Outlook, School to Work Transition Survey; Trends in Youth Employment), Government Development Plans, World Bank studies/reports, World Trade Organisations reports, OECD reports, World Economic Forum Reports, EU reports (including YouthWiki), most relevant studies on skills needed for the 21st century, employment and employers' surveys.</p> <p>The analysis should always use an equity lens, looking at the most vulnerable and marginalised adolescents in the Region (adolescents from families living in situations of poverty; adolescents with disabilities; migrant and refugee adolescents; from ethnic minorities; specific programmes targeting girls/boys)</p>
<p>DELIVERABLE 3:</p> <p>Analytical mapping of skills education initiatives in Europe and</p>	<p>DELIVERABLE 3: An analytical mapping of key skills education initiatives in 21 countries in Europe and Central Asia, with a more detailed analysis of 6 countries (case studies).</p>

<p>Central Asia (formal and non-formal)</p>	<p>The ECA regional framework will include an analytical mapping of key skills development initiatives in 21 countries and territories in Europe and Central Asia.</p> <p>The aim of the mapping is to take stock of major skills development initiatives in the ECA Region (including EU initiatives), with a more detailed analysis of six selected countries¹¹ in ECA. The mapping will look at skills definitions, subjects, main topics and skills types developed and/or adopted by UNICEF COs, Government/Ministry and/or other stakeholders in the Country at formal and non-formal settings. This landscape exercise should provide a strong (though not necessarily comprehensive) picture of the range of initiatives and actors in this space in the Region.</p> <p>The analytical mapping will include information collected through:</p> <ul style="list-style-type: none"> • A questionnaire submitted by the Regional Office to 21 UNICEF Offices in the Region (consultants will be provided with the 21 questionnaires completed). • An analysis of secondary sources to complement the information collected through the 21 questionnaires, including a more detailed analysis of secondary sources from six countries (case studies). • An analysis of skills development initiatives for adolescents and youth promoted by the European Union. <p><u>Equity lens should be applied in all document reviews/analysis, looking at if/how these skill initiatives reach the most vulnerable and marginalised adolescents.</u> A good example of analytical mapping is the one undertaken by the MENA Region. UNICEF will provide existing mapping tools used for the MENA framework¹², which can be adapted.</p> <p>The analysis will look at:</p> <ul style="list-style-type: none"> • How skills and competencies are defined and conceptualised in formal and non-formal educational settings and vocational training • What framework underpins the development of existing life skills programmes, highlighting if/how they are linked to existing major skills frameworks (OECD, EU, etc.) • What skills (cognitive and non-cognitive) and competencies are embedded in the national curriculum framework and guidelines, and in other major skills development programmes in non-formal settings and vocational training – highlighting differences/trends between formal and non-formal settings • Main subject areas addressed in these programmes (curricular disciplines, health education, vocational disciplines, career education, civic education, peace education, etc.) • Teaching and learning approaches used in skills education (traditional learning modules, group work, practical activities, etc.)
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¹¹ confirmed countries for the case studies so far are Ukraine, Turkey, Azerbaijan and Tajikistan. Two additional countries to be confirmed, at least one from the Western Balkans

¹² [http://www.lsce-mena.org/uploads/updated_lsce_files/171020_Analytical_mapping_report_\(website\).pdf](http://www.lsce-mena.org/uploads/updated_lsce_files/171020_Analytical_mapping_report_(website).pdf)

	<ul style="list-style-type: none"> • Channels of delivery in basic education, secondary education and vocational training (formal education, non-formal education, work place, peer education, youth clubs, etc.) • Teaching and learning resources used (guides, manuals, e-tools, etc.) • Availability and type of coordination frameworks • Funding and budgeting for life skills programming • Nature of human resources involved in life skills programming • Target groups, looking specifically if they reach the most marginalised adolescents (i.e. migrant and refugees, with disabilities, from poor households and from ethnic minorities) • Geographical scope • Barriers to access • Nature of M&E frameworks at national and programme level • Key actors involved (government, NGOs, private sector).
<p>DELIVERABLE 4:</p> <p>Conceptual and programmatic framework on skills for adolescents in Europe and Central Asia (ECA)</p>	<p>Based on the results of all previous deliverables, the consultants will develop a comprehensive evidence-based regional framework for ECA, highlighting key findings and policy and programmatic recommendations for UNICEF in ECA, on how to advance the skills agenda for adolescents to reach results <u>at scale</u> through a <u>systems approach</u>. The framework will need to take into careful consideration:</p> <ul style="list-style-type: none"> ○ The three outcomes of UNICEF's interventions related to skills, as previously described. ○ The four programmatic approaches (systems building, enabling environment, multiple pathways, and teaching and learning). <p>Specifically, the framework will provide detailed guidance and recommendations to UNICEF Regional and Country Offices on:</p> <ul style="list-style-type: none"> • Opportunities and challenges for equitable and adolescent -friendly life skills programming in the Region • Top skills that ECA's future generation will need, and how to address the skills mismatch • Key actions UNICEF should undertake to support governments with the development of national skills strategies in formal and non-formal learning environments, adapted to future labour market needs. • What kind of delivery mechanisms and infrastructure are most effective to support implementation of these strategies in ECA • Priority actions to improve the relevance, quality and inclusiveness of skills development in formal education and training systems in light of the skills needs of the labour market and society at large. This should include actions in different areas, such as curriculum, institutional capacity development, teacher training, qualification frameworks, and recommendations on the most important skills for the formal education system to develop. • How to foster the use of innovations and technology to provide the most vulnerable and marginalised adolescents with relevant skills

	<p>and increase outreach of skills development initiatives, including UNICEF-led initiatives in the Innovations Labs¹³</p> <ul style="list-style-type: none"> • Priority actions to be addressed within UNICEF's mandate, to strengthen linkages across relevant policy areas, including education, employment and social protection policies, highlighting UNICEF's comparative advantage • Ways for UNICEF to create effective partnerships across governments and between partners and institutions (including academia and private sector) involved in skills development at the national and regional level. This will include identifying the best ways for UNICEF to work more effectively with the private sector, public employment services, non-governmental organisations and social innovators to better match skills supply with demand. • Key partners to work with to achieve results at scale.
PHASE 2 OF THE CONTRACT (April to May to 2019)	
<p>DELIVERABLE 5:</p> <p>3 country case studies (max 15 pages each)</p>	<p>Based on the initial mapping undertaking in Phase 1, the consultants will develop three detailed country case studies (one in the Western Balkans, one in the Caucasus Region and one in Central Asia). The consultants are expected to travel in three out of six countries of phase 1, and spend 5 days in each country to collect additional documents relevant for the case study, and conduct interviews with key national partners (both governmental and non-governmental) identified through the analytical mapping (final list of partners will be agreed with the UNICEF country office).</p> <p>The interviews will be useful to validate and enrich the data collected in phase 1 with qualitative information on successful and unsuccessful approaches in life skills education, while focusing on reasons behind success and failure of these approaches. The interviews will also provide the basis for the development of country-specific analysis with some key recommendations on how to adapt the ECA regional framework to the specific country contexts.</p> <p>For this task, the consultants are expected to:</p> <ul style="list-style-type: none"> ○ Develop a questionnaire to be used for key informant interviews ○ Develop a template for the country case studies ○ Conduct additional country level information gathering through interviews with key partners to verify information gathered in the desk review phase ○ Prepare 3 country case studies (max 15 pages each).

¹³ <http://kosovoinnovations.org/>

DEADLINE FOR SUBMISSION AND NUMBER OF WORKING DAYS

DELIVERABLE	CONTENT	DEADLINE FOR SUBMISSION OF FINAL VERSION
1. Comparative analysis of major existing skills frameworks <u>AND</u> proposed outline of the content of the <i>Regional Conceptual and Programmatic Framework on Skills for Adolescents in Europe and Central Asia</i>	See previous description of Deliverable 1	Deadline: 30 October 2018 Approx. 15 working days
2. Analysis of Labour Market trends in Europe and Central Asia (ECA)	See previous description of deliverable 2	Deadline: 30 November 2018 Approx. 25 working days
3. Analytical mapping of skills education initiatives in Europe and Central Asia	See previous description of deliverable 3	Deadline: 28 December 2018 Approx. 50 working days
4. Conceptual and programmatic framework on skills for adolescents in Europe and Central Asia (ECA)	See previous description of deliverable 4	Deadline: 1 March 2019 Approx. 30 working days
5. 3 country case studies (max 15 pages each)	See previous description of deliverable 5	Deadline: 30 May 2019 Total number of days to be proposed by the consultants

METHODOLOGY

The consultants will be expected to require approximately 120 working days over a 6-month period (October 2018 to March 2019) to complete the tasks of Phase 1. Phase 2 (contingent on available funding) will be from April to May 2019. The timeline of the fieldwork in the three countries will be suggested by the consultants. All travels should be one in a timely manner to meet the report deadlines.

In the technical proposal to be submitted, the consultants are expected to come up with detailed approaches on how they will undertake the requested exercise, and justification of selected methodology and literature sources.

A more precise methodology of the exercise will be finalized and agreed upon with the selected consultant(s).

An extensive consultative process at the regional and country levels will underpin the development of the framework. The consultant will work closely with the Adolescent Development and Participation (ADAP), Education and Social Policy Sections focal points to prioritize the most promising strategies, partners, locations, and solutions for further engagement and scale up.

The international team will be expected to have one in-person meeting at the beginning of the assignment for briefing and for consultation meetings with colleagues from different programmatic sections in the Regional Office in Geneva. The team leader will also travel to Geneva at the end of the assignment to present the results to the Regional Management Team (RMT). The team will have regular skype calls with the supervisor of this consultancy, and will also have skype calls with selected COs in the Region, to identify key documents in the six case study countries.

TIMEFRAME

The institutional consultancy is expected to be carried out between October 2018 and March 2019 (Phase 1), and from April to May 2019 (Phase 2, optional depending on availability of funding).

Performance indicators for evaluation of results

The performance of work will be evaluated based on the following indicators:

- Completion of tasks specified in the ToR and jointly agreed work plan;
- Compliance with the established deadlines for submission of deliverables;
- Demonstration of high standards of work.

LOCATION OF WORK

The assignment is a combination of desk review (Phase 1) and field work (Phase 2). The consultants are expected to work independently, though UNICEF ECA Regional Office and Country Offices will assist within reasonable parameters (i.e. facilitation of meetings with key partners). The consultant(s) should provide own computer.

Phase 1

The consultancy is remote – based, with two one-day meetings of the senior experts with UNICEF in Geneva (two senior experts in the first meeting, and the team leader only in the second meeting at the end of assignment, to present results).

Phase 2

This phase will entail official travel to three countries (one trip to each country). The consultants are expected to spend approx. 5 days in each country.

For both phases, travel arrangements will be made and costs borne by UNICEF in accordance with UN travel procedures. UNICEF will pay for travel in economy class via the most direct and economical route from the contractor's home base. The bidding company must include travel and subsistence costs in their bid, clearly separating Phase 1 and 2.

QUALIFICATION/REQUIREMENTS

The international consultancy team is preferably composed of a team of **two subject matter experts** (including one senior team leader) **and one junior research assistant**:

- A labour market/employment expert with proved knowledge/experience in labour analysing labour market trends and skills for employment (with a focus on youth employment);

- An education and skill development expert with extensive knowledge of education systems reforms and education policy debates (particularly on skills), to help understand the systems and policy implications of the results of the skills mapping and analysis undertaken through the different deliverables; and
- A junior research assistant to support the senior experts throughout the data collection and analysis process.

Specific qualifications include:

Labour Market/Employment Expert

- Advanced university degree (PhD preferred) in economics, statistics, public policy, social sciences, or other relevant subject
- Minimum 10 years of professional experience in research and labour market/employment, including technical expertise in analysing the interaction between supply and demand, analyse skills mismatch, and the ability to draw strong and valid conclusions.
- Knowledge and experience on youth labour market issues.
- Previous experience of leading a team and manage multi-sectoral projects (if the person is the team leader)
- Knowledge of the labour market in Europe and Central Asia is an asset.
- Familiarity with EU employment policies is an asset.

Education and Skills Development Expert

- Advanced university degree (PhD preferred) in education, social sciences, public policy or other relevant subject.
- Minimum 10 years of experience of education systems reforms/curriculum reforms, and policy debates around these areas;
- Substantive experience in the design or management of education and skills building programmes, including skills for employability
- Previous experience of leading a team and manage multi-sectoral projects (if the person is the team leader)
- Familiarity with education systems in Europe and Central Asia Region is an asset.
- Familiarity with EU skills development programmes is an asset.

Junior Research assistant

- University degree in education, economics, social sciences or other relevant subject
- Minimum 5 years of quantitative and qualitative research experience.
- Experience in working as part of a research team.
- Knowledge of the Europe and Central Asia policy context is an asset.

All team members need to have:

- Excellent written and spoken English, demonstrable with samples of publications (reports, relevant research, etc.)
- Excellent knowledge and expertise in designing and/or conducting studies, knowledge management and research
- Analytical thinking and strategic planning skills
- Ability to synthesize complex information into key messages
- Familiarity with rights-based approaches
- Demonstrated experience in conducting assessment, research and writing technical papers and policy briefs
- Ability to work in a multi-disciplinary team and establish harmonious and effective working relationship
- Ability to communicate information in a clear and strategic manner
- Availability to work within the proposed time frame and under tight deadlines.

- Previous experience working for the UN (particularly UNICEF) is an asset
- Knowledge of Russian is an asset.

MANAGEMENT AND SUPERVISION The selected team of consultants will report to the Regional Adolescent Development Specialist (based in Geneva) on progress on a regular basis, as agreed by the two parties. As this is an intersectoral activity of the Regional Office, the consultants will also work very closely with the ADAP, Education and Social Policy focal points, and with focal points in the six country offices.

WHAT TO SUBMIT

Interested institutions should submit:

- A letter of interest why the bidder is suitable for the assignment
- CV of key expert(s)
- A technical proposal clearly indicating:
 - ⇒ **Detailed response** to the TOR, including the consultants' understanding of the work and proposed detailed action plan for delivering the outputs (clearly separating Phase 1 and Phase 2).
 - ⇒ An outline of all tasks, timelines and dates of output delivery, including intermediate dates for the submission of draft outputs.
 - ⇒ Company and consultants' profile, highlighting qualifications and detailed experience of each member of the team in implementing the assignment, demonstrating how the team meets or exceeds UNICEF requirements for this assignment. Please include title/designation of each team member on the project, specific experience with similar assignments in the past eight years, and division of roles and responsibilities among team members.
 - ⇒ Detailed list of proposed documents/sources and methodology to be used for the analysis of secondary literature for 1) the comparative analysis of skills frameworks; 2) Analysis of labour market trends; 3) Analytical mapping of skills education initiatives in ECA.
 - ⇒ Proposed methodology for the comparative analysis of major existing skills frameworks. The consultants are expected to propose how skills will be clustered and compared for the purpose of the analysis.
 - ⇒ Abstracts of similar work along with publication reports, where applicable (provide links)
 - ⇒ A minimum of three references /contact person details.
- A detailed budget/financial proposal indicating the total budget estimated in USD (**clearly separating Phase 1 and 2**), as well as a detailed breakdown of budget items, including travel costs. The proposal shall include the proposed number of working days and the daily fee for each team member. Travel arrangements will be made and costs borne by UNICEF in accordance with UN travel procedures. UNICEF will pay for travel in economy class via the most direct and economical route.

EVALUATION CRITERIA FOR SELECTION

Technical criteria	Technical sub-criteria	Maximum points
Overall response	Completeness of response	5
	Overall concord between RFP requirements and proposal	5
Maximum Points		10
Qualification of team and key experts	Range and depth of organizational experience with similar projects	10
	Relevant experience and qualifications	15
Maximum points		25
Proposed methodology and approach	Proposed work plan and approach of implementation of the tasks as per ToRs	15
	Implementation strategies, monitoring and evaluation, quality control mechanism	20
Maximum points		35
Total Maximum obtained for Technical proposal		70

PAYMENT SCHEDULE

The assignment will be remunerated upon delivery of the agreed deliverables.

Payment for Phase 1 will be made in four installments:

- ⇒ 10 % upon submission and final approval of deliverable 1
- ⇒ 30% upon submission and final approval of deliverable 2
- ⇒ 30 % upon submission and final approval of deliverable 3
- ⇒ 30 % upon submission and final approval of deliverable 4.

Payment for Phase 2 will be made as follows:

- ⇒ 30 % upon submission and final approval of complete questionnaire to be used for key informant interviews and template for the case studies
- ⇒ 70 % upon submission and final approval of the 3 case studies.

OWNERSHIP

UNICEF will have sole ownership of all final deliverables; no parts of the methodology will be reproduced without the permission of UNICEF.

ⁱ *The Future of Jobs in the Middle East*, World Government Summit (January 2018)

ⁱⁱ *Overview of major trends and risks that may influence the realization of children's rights within the CEECIS region* (ECORYS and UNICEF, 2017)