United Nations Children's Fund

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS

Title: To conduct a baseline and endline assessment (2 phases) of the Learning Passport pilot in Cabo Delgado	**Funding Code** Non-Grant WBS: 6890/A0/07/880/007/003	**Type of engagement** ☒ Consultant	**Duty Station:** Maputo, Mozambique

Purpose of Activity/Assignment:

This Terms of Reference (ToR) will cover both baseline and endline phases so that the applicants are aware of the overall scope. The deliverables of the two phases are linked and informed by one another. The final endline analysis report will be developed to bring the two pieces of information together.

The purpose of this two-phased evaluative assessment is to document results and implementation modalities of the Learning Passport pilot, explore the process of adopting and use of this digital platform by students, teachers and parents/caregivers to establish what works, what doesn't, and why. The endline assessment will inform the necessary adaptation and potential scale-up of the Learning Passport and its implementation modalities to more target locations.

Scope of Work:

1. Background and Context

Education context in Mozambique

Human development in Mozambique remains low and holds the bottom in the international rankings, which has been aggravated by increasing inequality including gender and regional disparities. The poverty is concentrated especially in the Central and Northern parts of the country. According to the Multidimensional Poverty Analysis of Children, 46 per cent of children in Mozambique are multidimensionally poor and a child in Cabo Delgado province is nearly 3 times more likely to be living in poverty than a child in Maputo City. In the education sector, there is a massive need for teachers, school facilities and sound school management as well as innovative solutions that support quality learning. Young people need education and skills, including digital skills, to reach their full potential, benefit from technological advancements and increase opportunities for upward mobility in the labor market.

There are several barriers for Mozambican children to access technology, including infrastructure, connectivity, and devices for distance learning purposes. In terms of access, the broadband penetration remains low in Mozambique at 17.5% in 2017, and only 1.8% of Mozambican children (among which, 1.5% are children with disability - CwD) have access to internet[1]. In Cabo Delgado, only 0.3%[2] of children aged 3 - 17 have access to a computer and 1% of them uses internet.

For over four years, starting in late 2017, the Cabo Delgado Province where the Learning Passport (LP) pilot will be launched and implemented, has experienced attacks by Non-State Armed Groups (NSAG). The conflict is complex and multi-faceted with many drivers including perceptions of historical marginalization and lack of economic opportunities. The violent incidents and attacks increased significantly in 2020 and early 2021 resulting in serious humanitarian consequences. According to the IOM Displacement Tracking Matrix, an estimated 784,564 people have been displaced due to the conflict in northern Mozambique (IOM DTM, June 2022), approximately half of them being children. Exposure to these continuing and frequent hazards is deepening vulnerability by restricting access to key services. Over 230,000 children were forced to flee their homes due to violence and insecurity in the north.

UNICEF Mozambique's 2022-26 Country Programme has the vision that: "more children, adolescents, and women in Mozambique—particularly the most vulnerable—will have their rights realized and live in a safer environment". As

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[1] WB, Mozambique Digital Economy Diagnostic (2019). Executive Summary Report
[2] Child Atlas (based on Census 2017)

part of this process, within the scope of the **UNICEF 2022-2025 Global Strategy** and UNICEF Mozambique country vision, the programme includes an outcome on education: ***Every child, including adolescents, learns and acquires skills for the future.*** In line with the national Education Strategic Plan 2020-2029 and the **global UNICEF Education Strategy 2019–2030**, this outcome seeks to ensure that: By 2026, more children and adolescents, especially in emergency situations and other vulnerable communities, access early education services, start and complete basic education or alternative training on time with good learning outcomes and acquiring life skills for the future.

The Learning Passport pilot project

UNICEF is introducing the Learning Passport as an approach to integrate **digital learning in schools and communities** and to improve the quality of learning through digital platforms, especially among the most marginalized children to **address the digital divide**. As such, the LP is a new solution delivered by UNICEF, powered by Microsoft, designed as a digital online, mobile, and offline platform that enables **continuous access to state-approved learning materials and modules** to children using it. The platform holds local and **contextualized content**, as well as global supplementary resources. The LP offers a variety of activities to the users and can serve the areas of Early Childhood Education & Parents, Primary & Secondary Education, Adolescent Skills, Technical & Vocational Education & Training, and Teacher Training, as well as support to overall capacity building of the education administration/service providers. The Learning Passport seeks to enable children, young people and education providers to access learning opportunities and resources, even in remote locations and in emergency situations.

In June 2021, **MINEDH endorsed the implementation of the Learning Passport in Mozambique** and the **Provincial Directorate of Education (DPE)** of Cabo Delgado recommended the pilot project to be designed and launched in their province. In this post-COVID-19 context, the Learning Passport will respond to recover learning loss and to support the improvement of children's learning outcomes in general.

As part of the process of deploying the LP in Mozambique, a **task force and validation team (IEDA, DINEP, INDE)** were set up in 2021. The task force came up with a strategy to deploy LP in the country, **starting with grades 1 and 2 in primary schools** (with complementary materials) at first, before moving to the rest of primary grades, secondary schools, and teacher education. Materials for children with disabilities will also be produced in the long term. The main approach of the government is to **provide complementary materials to support learning**, with those materials aiming to support children with the biggest learning fragilities identified in the National Learning Assessment 2016.

The overall goal of the Learning Passport is to:
  A. improve students' motivation to learn
  B. improve students' learning results

Figure 1: the Learning Passport's Theory of Change:

Theory of Change for the Learning Passport in Mozambique (Phase 1)
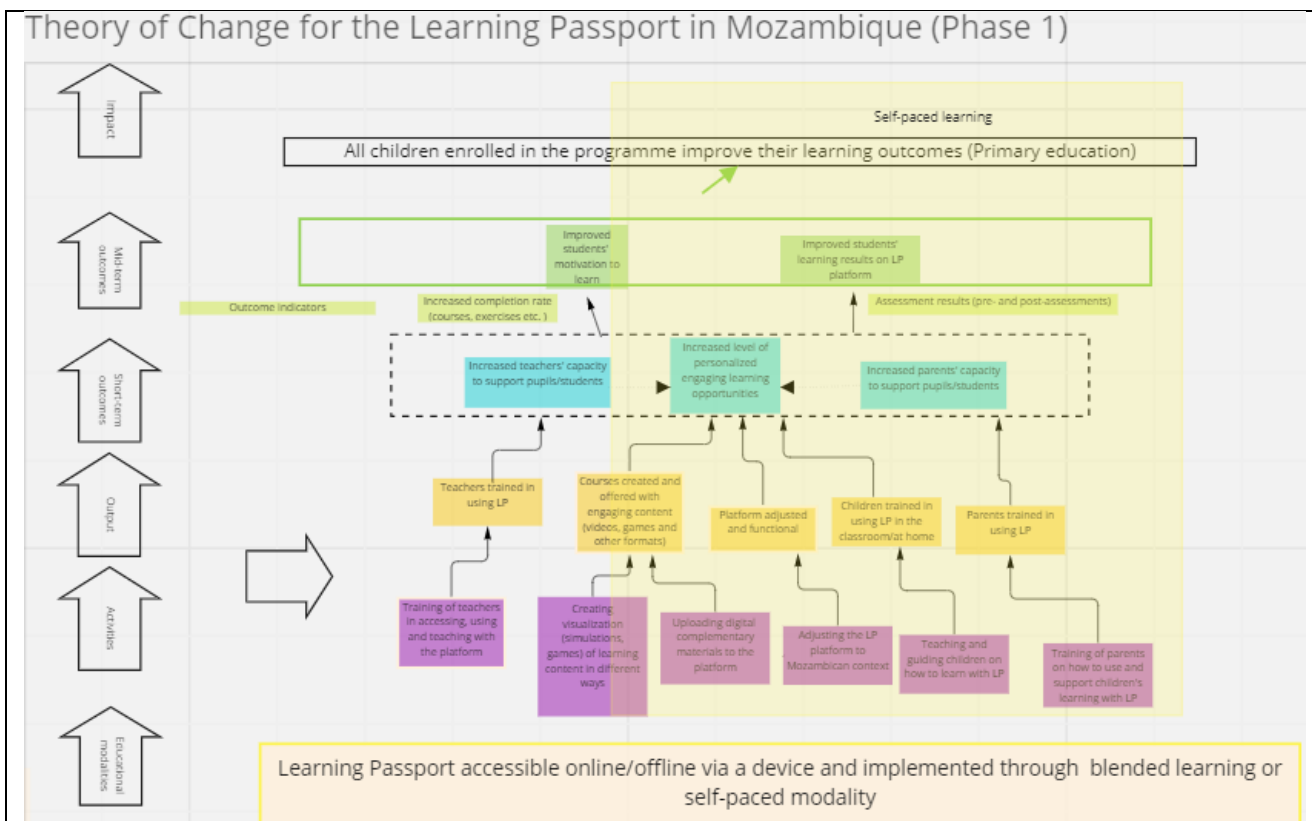
The LP pilot in Cabo Delgado

UNICEF plans to implement the Learning Passport Pilot **in Cabo Delgado Province**, the northern-most in Mozambique, and bordering Tanzania, which is home to an estimated 2,267,715 inhabitants,[3] of whom roughly 50% are children. The province is one of the least developed in the country, with 78 per cent of households considered poor. The situation has further deteriorated due to violence, recent climatic events, and the socio-economic consequences of the Covid-19 pandemic. The small-scale LP pilot in Cabo Delgado will help **assess its potential** to improve students' learning results and aid teachers and parents to support the students' learning process in selected primary schools. The LP initiative is also an opportunity to provide access to learning materials approved by MINEDH through a digital platform, while also improving the current poor learning results by providing engaging content and personalized learning opportunities that motivate students to learn.

The pilot will take place in Namuno district. Among the 134 primary schools[4], the DPE-CD **selected 6 primary schools** for the LP pilot: Chimuli, Cumone, Mahossine, Nanrapa, Sanjane, and Namuno Sede. The pilot will engage 2,421 students, 31 Grade 1 & 2 teachers, and 12 school managers as well as pedagogic directors. The pilot includes the following key components:

1) **training and awareness sessions for teachers and school directors** jointly, supported by a selected implementing partner and education authorities (i.e., DPE, SDEJT)
2) **guide children** on using the LP in the classroom setting by trained teachers and school directors
3) **training and awareness sessions for selected parents** who have smartphones to support their children on using the LP outside the classroom setting.

To support these activities, UNICEF will provide 340 tablets to be distributed to each targeted school depending on the number of Grade 1 and Grade 2 students. Each tablet will then be shared by a group of 4 students (this means that the school will need to develop a rotation plan, which is part of the training for teachers and school directors).

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[3] 2017 Census
[4] Livro de Indicadores (2022)

This pilot is expected to start in early 2024 to be implemented during the academic year of 2024[5].

2. Assignment purpose, objectives, and scope

Given the above, the Mozambique Country Office is looking to carry out an overall assessment of the pilot project of the Learning Passport, which comprises of two phases:
- Phase 1: A baseline assessment (at the beginning of the pilot implementation)
- Phase 2: An endline assessment (towards the end of the pilot implementation)

The purpose of this two-phased approach is to document results and implementation modalities of the Learning Passport pilot, explore the process of adopting and use of this digital platform by students, teachers and parents/caregivers to establish what works, what doesn't, and why. The TOC (figure 1 above) of the project will be reviewed during the endline assessment and validated with key stakeholders, which will inform the adaptation and potential scale-up of the Learning Passport and its implementation modalities to more target locations.

Considering the pilot nature of this project, the assessment is expected to focus more on the process of implementation and its modalities, but still measuring the level of motivation of learners and learning results of the selected students. Therefore, using a **human-centered design and approach**[6] to guide this assessment seems the most appropriate.

The specific objectives of the two phases together are:
- To provide a preliminary assessment of UNICEF's Learning Passport pilot regarding its desirability and feasibility in the local context, its acceptability and adoption among target users, its effectiveness in reaching its expected results (i.e., learners' motivation and learning results) and its viability for potential for scaling-up.
- To identify key lessons and key modalities of implementation that define the conditions necessary for the LP to work well
- To generate evidence and actionable recommendations that would enable the programme team at UNICEF and MINEDH to decide whether it is worth replicating and scaling-up

The assessment will provide structure for reflections and learning and be imbued with principles of participation and utilization. The principles of equity, human rights, gender equality and ethics are essential to UNICEF's goals of gender equality and women's empowerment. As such, to the extent possible and appropriately, these principles will be integrated into the assessment design, scope, approach, methods, and analysis - a gender lens should always be applied in all steps.

Primary intended users and intended uses of this assessment

The users of this 2-phased assessment will include the following stakeholders:
- Primary users: MINEDH at national, provincial and district levels, UNICEF Mozambique, other UNICEF Country Offices that are already implementing LP or planning to implement, technical institutions in education in Mozambique, and primary schools and LP users
- Secondary users: other ministries and academic institutes working on education and EdTech, UNICEF-Innocenti, project secondary beneficiaries
- Other audiences: other UN agencies, NGOs, private institutions related to education, EdTech, etc.

All the relevant stakeholders identified by the programme team will be contacted for data collection and/or consultations. Key findings and recommendations of the baseline assessment and endline assessment will also be shared with them for verification and/or sharing as relevant.

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[5] The actual start date will be determined by MINEDH.
[6] Human-centered design in this context means using a methodology and evaluative techniques that put real people (i.e., students and teachers) at the center of the development process and as the main users of the learning tool/innovation of EdTech (Learning Passport). This assessment focus will enable us to specifically tailor data collection and data analysis to the audience's needs: i) programme team and ii) learning passport users.

The concept of innovation implies that the initial product or service is probably imperfect, incomplete, too difficult, or expensive to implement, or unsuitable for the particular location. Implementation of changes requires patience, rethinking and repeating until the outcomes are good enough for deployment. In line with this thinking, the baseline and endline evaluative data and evidence, in addition to monitoring data, will be used to contribute to rapid iterations of piloting and testing of the LP platform and its content to ensure its readiness for scale-up.

3. Scope of the assessment

The assessment will examine the desirability, feasibility, acceptability, adoption, effectiveness, and viability of the Learning Passport pilot in Namuno district of Cabo Delgado province.

In phase one, the baseline assessment will have a specific focus on:
- Establishing the alignment of the ToC and the pilot interventions
- Identifying preliminary gaps in pilot delivery (if any), emerging challenges, emerging best practices, and adaptations
- Collecting baseline data on targeted students and their level of motivation in learning:
    o Level of learning motivation: assess a general level of motivation among students in G1 and G2 at baseline for tracking by endline, and triangulating with data from the LP platform (i.e., completion of units etc.)
    o Learning levels: assess the learning level of students in G1 and G2, either using recognized learning assessment tools such as Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA), or using data generated by the Learning Passport platform through its integrated learning test.
- Documenting emerging acceptability factors of the LP among users
- Defining and assessing key factors/areas that will determine the potential for scaling the LP project at the end of the pilot phase

In phase two, the endline assessment will:
- Use quantitative and qualitative data from the baseline and endline to better understand progress and results in greater detail, with a focus on effectiveness (including learning progress and level of motivation), desirability, acceptability, and adoption of the LP
- Identify areas of the LP implementation modality that need adaptations to ensure its technical feasibility when scaling up
- Conduct a costing analysis to understand whether the LP will remain viable in the long term, to what extent the current model is valid and sustainable to run by schools and MINEDH

The geographical coverage will include the six schools selected for the LP pilot in 1 district (Namuno) in 1 province (Cabo Delgado).

4. Indicative research questions for the assessment

In line with the objectives, the 2-phased assessment will be guided by key criteria and their associated research questions (as presented below). These will be fine-tuned, as deemed appropriate, during the inception phase to ensure relevance and utilization of the exercise once the consultant is onboard and the Reference Group is established.

Desirability/Appropriateness
- Is the Learning Passport relevant to students' needs? According to users (disaggregated by students, teachers, parents/caregivers), what are the additional values of the LP?
- How user-friendly is the Learning Passport platform, particularly for novice users?

Feasibility

- Is the Learning Passport technically workable in the required environment under prevalent conditions (e.g., conflict, humanitarian setting, unstable internet connectivity, intermittent electricity etc.)?
- Does the Learning Passport platform and its delivery modality (e.g., rotational use of tablets) align with users' situation and daily lives, and is it a good fit for the local context and locality?

Acceptability and Adoption

- What is the perception among LP users (disaggregated by students, teachers, parents/caregivers) about the platform and what it has to offer in terms of activities and content?
- What is the LP uptake rate and the utilization rate among users (disaggregated by students, teachers, parents/caregivers) throughout the pilot?
- What is the proportion of users (by disaggregation level) who intend to continue using the LP and promote it among their peers? What feedback have they given to improve the LP platform, activities, and content?

Effectiveness

- To what extent has the Learning Passport pilot made a (positive) difference to student's performance in literacy and numeracy? To what extent has it kept student's engagement and motivation level high?
- What factors (e.g., teacher-student ratio) played a role in any differential results from this assessment?
- Is there any gender-transformative and disability-friendly approaches that can be built into the LP to increase its effectiveness on promoting girls' education and inclusive education?
- Do the implementation strategies of the LP Pilot contribute to the quality of learning of students, especially among disadvantaged groups (e.g., those in remote areas, experiencing cultural or language barriers, children with disabilities etc.)?

Viability

- Does the LP pilot show a clear model and implementation modality that can be easily scaled-up in other locations of Mozambique?
- To what extent have the assessment findings validated the viability of the LP?
- Will the current model remain viable over time in terms of costs, use and maintenance with minimum inputs from MINEDH and/or UNICEF?

5. Assessment approach and methods

Overall approach: The assessment will be conducted using a participatory and inclusive approach with mixed methods and seek to obtain data from a range of sources (as appropriate), including through desk reviews, analysis of secondary data generated through the LP platform, surveys, as well as stakeholder consultations, interviews, focus group discussions, and observations. The methodology should adopt a human-centered design approach to guide the assessment at baseline and endline: this means that the consultant is expected to focus on assessing the users' (learning) performance and their attitudes towards the LP by gathering users' feedback on effectiveness and satisfaction, quality of content, support, and motivation/engagement towards learning through the LP platform.

Data sources/collection: The consultant will conduct a detailed scan of existing documents and reports about the Learning Passport and its implementation globally and in Mozambique. This review will assist in (i) determining the availability of data on which to base the assessment, (ii) obtaining a better understanding of how the LP operates and is being implemented, and (iii) defining the final key criteria and areas for assessment.

The data collection approach should comprise the following elements:

- Stakeholder analysis: an important initial exercise will be the conduct of stakeholder analyses to identify the individuals involved in planning, implementation, and use of the Learning Passport. This analysis will demonstrate a clear picture of who the users are and how they interact with the LP, as well as who the implementers are and how they are involved in the planning, design, implementation, and maintenance of the platform.

- Document and secondary data reviews: the LP is a global innovative approach launched by UNICEF and due to its novelty, the consultant should review key reports and documents about the LP that have been published so far. This will also include internal documents about the LP in Mozambique. In addition, the LP platform will hold a record of data for each user, including learning record, time spent, number of activities completed, etc, which will be crucial to define at baseline and to review and use at the endline assessment.
- Consultations and interviews: one key source of information will be through structured or semi-structured interviews. The results of these consultations and interviews are to be documented. In the case when children will be the informants/participants, children-focused data collection methods should be employed, and ethical considerations taken into account.
- Targeted surveys: surveys can play an important role in validating information and may be administered to collect additional information and perceptions to various users and implementers.
- Classroom observations: this will generate insights regarding the extent to which the LP is used, how it's used, good practices, and challenges in the classroom.

Sampling approach: The sample for this assessment is expected to include students, teachers, and parents/caregivers at the 6 pilot schools. It doesn't need to be representative of the target population at the district or provincial level. However, the sample size for each category of LP users' needs to be big enough to draw some compelling conclusions and findings, as these will be used to determine whether the LP is a promising learning aid to be scaled-up or not. It is expected that the consultant will define a detailed sample approach and sample size during the inception phase and present it in the inception report.

Data analysis: The results matrix will provide the guiding structure for data analysis for all assessment criteria and associated questions. The following methods of data analysis and synthesis are encouraged to be used:
- Descriptive analysis – to identify and understand the context and the operationalization of the Learning Passport, describing characteristics of success and/or promising factors, and challenges and gaps to address for improving the LP delivery (including a mapping of government partners' capacity to sustain the LP platform).
- Content analysis – to analyze documents and qualitative data from the LP record, surveys, and group / individual discussions to identify (emerging) common trends and patterns and key results for relevant research questions. Content analysis can be used to highlight diverging views and opposing trends.
- Quantitative analysis – to interpret quantitative data, in particular data emerging from the LP platform record, learning assessments, surveys, and the pilot monitoring data.
- Contribution analysis – to assess the extent to which the LP pilot has contributed to expected results. Test assumptions, examine influencing factors, and identify adaptations and recommendations for improvement of the Learning Passport and overall pathway of change where needed.

The results matrix will be included in the detailed 2-phased assessment design to be developed by the consultant during the inception phase, in close consultation with UNICEF's Evaluation Specialist, the Education Team, and key stakeholders, including MINEDH. The design should specify how data collection and analysis methods integrate gender considerations throughout the assessment process.

6. Management and governance arrangements, quality assurance and ethical considerations

The consultant will be recruited by and report to the Evaluation Specialist of UNICEF Mozambique, and work in close collaboration with the Education Team, especially the Education Manager.

UNICEF will assure the quality of the assessment and guarantee its alignment with general research norms and standards and provide quality assurance checking that the findings and conclusions are relevant, and proposed adaptations and recommendations are actionable.

Ethics and safeguarding are at the centre of all research practices at UNICEF. The principle of 'do no harm' should be at the forefront of all ethical planning and application. The consultant will be required to clearly identify any potential ethical issues and develop ethical processes for ethical review and oversight to ensure complete compliance with international good practice, particularly with regards to safeguarding children and vulnerable groups. Owing to the

envisaged participation of human subjects in the assessment, particularly with children, the consultant should look into the requirements for ethical review board approval and apply from UNICEF's LTA for ethical approval before data collection can start. Any ethical issues that arise during the assessment need to be documented, including how the consultant will respond or address each issue.

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:

> The consultant will conduct fieldwork and speak directly with children in Cabo Delgado. We foresee that the consultant will be in direct contact with them around 1-2 hours per day during an individual or group discussion. The teachers or parents will most likely be nearby, without direct supervision of the discussion.

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):

> The consultant will need to use data about children from the Learning Passport to conduct their analysis. They will mainly have access and manipulate the data for the duration of the assessment, i.e., 10 weeks (see data collection phase and report writing phase below).

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:
2023	PME and Education Section	This is an assessment that needs to be undertaken independently, therefore a consultant is needed for the role of external consultant.

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

Consultant sourcing: ☐ National ☒ International **Consultant selection method:** ☐ Competitive Selection (Roster) ☒ Competitive Selection (Advertisement/Desk Review/Interview)	**Request for:** ☒ New SSA – Individual Contract ☐ Extension/ Amendment
If Extension, Justification for extension:	

Supervisor: Celine Sieu	Start Date: 01 December 2023	End Date: 31 September 2024 (TBC)	Number of Days (working): 40 days during the baseline assessment (part 1 of contract) and 60 days during the endline assessment (part 2 of contract) over a period of 11 months

Work Assignment Overview: for Baseline assessment

Tasks/Milestone:	Deliverables/Outputs:	Timeline	Payment
Inception phase • Initial desk review, including Theory of Change • Inception meetings participation • Preparation of draft inception report (indicative table of contents can be provided), including data collection tools and detailed workplan • Undertake ethics approval process • Engagement with stakeholders on inception report and presentation • Finalization of inception report	1. **Draft inception report** and instruments, including a detailed workplan 2. **Presentation** of the draft inception report 3. Submit **ethical approval application** and respond to all comments until final approval 4. **Final inception report**	13 days	
Data collection phase • Preparation for data collection, including organizing trip logistics • Conduct survey /interviews /FGDs / consultations in the field • Undertake secondary data review	5. **Debrief meeting** at the end of data collection phase	12 days	
Analysis, validation, and report writing phase • Data analysis and drafting of report • Preparation of a PowerPoint presentation on emerging findings, conclusions, and recommendations • Engagement with stakeholders on draft report • Finalization of report and summary PowerPoint presentation. The final report should be illustrated with key data and compelling graphs. • Translate the final report and PowerPoint presentation into Portuguese	6. A complete **first draft assessment report** 7. **Presentation of emerging** findings, conclusions, and recommendations) 8. A **final assessment report** (plus completed audit trail addressing all comments) in **two languages**: English and Portuguese. 9. **Final PowerPoint presentation** summarizing the assessment findings, recommendations & conclusions **in two languages**: English and Portuguese.	15 days	
	Total:	**40 days**	

Tentative work Assignment Overview and deliverables: for Endline assessment

Tasks/Milestone:	Deliverables/Outputs:	Timeline	Payment

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Inception phase	1. **Draft inception report** and instruments, including a detailed workplan 2. **Presentation** of the draft inception report 3. **Final inception report**	10 days	
Data collection phase / fieldwork	4. **Debrief meeting** at the end of data collection phase	20 days	
Analysis, validation, and report writing phase	5. A complete **first draft assessment report** 6. **Presentation of emerging** findings, conclusions, and recommendations) 7. A **final assessment report** (plus completed audit trail addressing all comments) in **two languages**: English and Portuguese. 8. **Final PowerPoint presentation** summarizing the assessment findings, recommendations & conclusions **in two languages**: English and Portuguese. 9. **A 2-3 pager leaflet** summarising the key findings of the assessment (e.g., use of infographics, charts, other data visualization)	20 days	
	Total:	**60 days**	

Estimated Consultancy fee	Baseline: (inclusive of all fees) Endline: (inclusive of all fees)
Travel International (if applicable)	N/A
Travel Local (please include travel plan)	Fieldwork and travel to 1 district in Cabo Delgado:12 days in phase 1 and 20 days in phase 2.
DSA (if applicable)	N/A
Total estimated consultancy costs[i]	
Minimum Qualifications required: ☐ Bachelors ☒ Masters ☐ PhD ☐ Other Enter Disciplines: monitoring and evaluation, education	**Knowledge/Expertise/Skills required:** • Advanced university degree in one or more of the relevant disciplines (evaluations, education, economics, service design, etc.) • Min. of 7 years' experience in conducting similar assessments, especially of pilot projects/products/services. Experience in evaluating an innovative approach and small-scale projects an asset, especially with the UN or UNICEF

	- Demonstrated expertise and knowledge in innovations, EdTech, digital and remote learning, hybrid learning and education in emergencies. - A work record in South and Eastern Africa, and in Mozambique an asset. - Fluency in both English and Portuguese, with a proven ability to prepare high-quality reports in both languages and communicate with different audiences. - Strong quantitative and qualitative analytical skills. - Demonstration of capacity to carry out and complete deliverables of high quality within a set deadline. - The consultant must submit samples (at least two) of similar work they have conducted Significant advantages: - Proven ability to develop user-friendly evidence products that present complex information via Infographics and other communication means. - Knowledge of the social, economic, and political context of Mozambique. - Record of evaluating innovative services/products using a human centred design approach, including EdTech. - Preferably already based in Maputo, Mozambique
Administrative details: Visa assistance required: ☐ Transportation arranged by the office: ☐	☒ Home Based ☐ Office Based: If office based, seating arrangement identified: ☐ IT and Communication equipment required: ☐ Internet access required: ☐
Request Authorised by Section Head:	**Request Verified by HR:**

Approval of Chief Education:

Date:
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Approval of Deputy Representative (Programme)

Date:
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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

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.