

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS

Title: National Consultant for the mainstreaming and integration of 21st century skills programme into the national curriculum and programmes		Type of engagement <input checked="" type="checkbox"/> Consultant (ZCNT)	Duty Station: Jakarta (Home Based)
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Purpose of Activity/Assignment:

Indonesia is home to around 270 million people¹. According to the Central Bureau of Statistics (*Badan Pusat Statistik*), Indonesia’s demographic dividend² – where the number of productive age groups is greater than the number of non-productive age groups – will reach its peak in 2037³. However, challenges remain in cultivating the strength of the country’s young population. The COVID-19 pandemic has delayed transition to the labour force of 7 million new graduates from university and upper secondary education.⁴ Currently, only about 57 per cent of the country’s workforce completes lower secondary education (nine years of basic education),⁵ indicating difficulties for many adolescents to complete upper secondary education and to obtaining decent work.

Inequality in terms of access to education for disadvantaged and marginalized adolescents remain a significant issue, including for adolescent girls. In the fast-changing world environment such as in globalization, new technologies, and labour markets, young people need to be equipped with skills and knowledge for work, citizenship and life in the 21st century, to navigate unexpected challenges and to unleash their potential. While today’s jobs require advanced digital skills and basic digital literacy, yet many adolescents felt they are not developing these skills through their education. To address these issues, since 2019, UNICEF in partnership with the government and implementing partners, has been implementing the Innovation Challenge: *Generasi Terampil*⁶, a skills development programme for adolescent girls and boys (aged 12-18 years old) that focuses on ensuring young people (including the most marginalized) are empowered with relevant skills through increased access to high quality learning opportunities, aligned with the Government of Indonesia’s human development agenda.

The programme aims to equip adolescents with 21st century skills,⁷ digital skills and entrepreneurial skills to help them identify issues that matter to them and co-develop innovative solution ideas to tackle those issues. The programme is implemented through different activity stages: (i) teacher and mentor training to support adolescents learning; (ii) intensive skills building activities for adolescents to support them identify problems, solutions, and creating innovative solution ideas; and (iii) mentorship and introduction to relevant employment opportunities.

Referring to the activity stages above, adolescents are facilitated to create innovative adolescent-led solution ideas to voice their thoughts and aspirations regarding the issues affecting them. Through additional specialized skills training and mentoring from professionals, adolescent girls and boys are also supported to develop their ideas in a team, learn new skills, and be introduced to opportunities related to employment. Adolescent-led solutions are then presented to government, private sector partners, and other young people as a prototype to assess their potential to be scaled up to other parts of the country.

¹ World Bank. 2021. <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=ID>

² “The demographic dividend refers to the accelerated economic growth that begins with changes in the age structure of a country’s population as it transitions from high to low birth and death rates.” Gribble and Bremner (2012). *Achieving a demographic dividend*, Population Bulletin 67, 2. Washington DC: Population Reference Bureau.

³ Kompas. 2021. *Indonesia hadapi bonus demografi pada 2037, Apa manfaatnya?*, in <https://money.kompas.com/read/2020/11/23/150602326/indonesia-hadapi-bonus-demografi-pada-2037-apa-manfaatnya>

⁴ World Bank. 2021. *Pathways to middle-class jobs in Indonesia*, <https://www.worldbank.org/en/country/indonesia/publication/pathways-to-middle-class-jobs-in-indonesia>

⁵ World Bank. 2021. *Pathways to middle-class jobs in Indonesia*.

⁶ More about the programme: <https://www.unicef.org/indonesia/adolescents/digital-innovation-challenge>

⁷ Transferable skills, also known as life skills, 21st century skills, soft skills, or socio-emotional skills which allows adolescents to become agile, adaptive learners and citizens equipped to navigate personal, academic, social and economic challenges. Based on UNICEF Global Framework of Transferable Skills, these skills are divided into four main categories: Learning (creativity, critical thinking, problem solving); Employability (decision making, negotiation, cooperation); Personal Development (communication, resilient, self-management); and Active Citizenship (respect for diversity, empathy, participation).

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UNICEF works with both national and subnational government partners, CSOs, private sector, and young people to roll-out the programme. UNICEF works together with provincial and district government partners in the selected locations to identify suitable lower and upper secondary schools, including vocational schools, religious schools and community learning centres (PKBM), which cater to disadvantaged students and previously out of school adolescents who have returned to learning. To date, the programme has reached more than 18,000 (63 per cent girls; 37 per cent boys) adolescents in DKI Jakarta, Central Java, and East Java. Using pre-existing skills measurement tools, the programme measures the level of skills development as perceived by adolescents regarding their 21st century skills.

In 2021, UNICEF, with technical input from the Australian Council for Educational Research (ACER), conducted an assessment and scalability study of the programme. The study found that the programme can be replicated to other areas and be scaled-up with adequate support. Some elements of the programme are applicable for intra-curricular activities to support project-based learning under the Pancasila Student Profile (*Profil Pelajar Pancasila*) initiative of the Ministry of Education, Culture, Research, and Technology (MoECRT). The programme is also applicable for extra-curricular activities.

As part of the scalability and sustainability efforts of the programme, UNICEF is seeking a national consultant to provide technical assistance for development of strategies (including implementation mechanism) for realistic programme alignment and institutionalization in both formal and non-formal education system. This includes consultation with, and provision of, technical support to MoECRT and sub-national government stakeholders to firm-up a plan to embed the programme into the pre-existing mechanisms in both formal and non-formal education, including with reference to teacher career pathways and credit systems for teachers and students.

Scope of Work:

Under the supervision of the Education Specialist in charge for Output 4.4: 21st century skills, the consultant will work closely with UNICEF Indonesia’s education team, including team members located in Surabaya and Makassar Field Offices, to carry out the following specific tasks, in line with the timeline developed by UNICEF:

1. Conduct literature review of available resources on the 21st century skills programme and government existing policies and strategies in introducing 21st century skills development into learning activities in both formal and non-formal education.
2. Organize and undertake consultation meetings with relevant key actors and stakeholders at subnational and national level to inform the preparation of an integration and institutionalization plan for 21st century skills development programming. This will include engagement with government and private sector actors, particularly to explore leveraging expertise and resources to support programme integration.
3. Map potential entry points for institutionalization of the 21st century skills module and methodology (including but not limited to UPSHIFT from *Generasi Terampil*) in both formal and non-formal education system.
4. Identify and provide technical support for adjustment or modification of UNICEF 21st century skills module and methodology (including but not limited to UPSHIFT from *Generasi Terampil*) to facilitate mainstreaming of the programme into the government’s national curriculum.
5. Provide technical assistance for the development of practical programmatic guidance to facilitate mainstreaming of the 21st century skills module and methodology (including but not limited to UPSHIFT from *Generasi Terampil*) in formal and non-formal education system.

Supervisor: Education Specialist	Start Date: January 2024	End Date: August/ September 2024	Number of Days (working): 110 days in 7 months
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⁸ Work Assignment Overview (SMART)

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.

⁸ Ref CF.AI.2013-001 Amend 2, work assignment should be: specific, measurable, attainable, results-based and time-bound (“SMART”) and include: (a) Tangible and measurable outputs, objectives and targets of the work assignment, as well as specific activities to achieve these; (b) Specific delivery dates and details as to how the work must be delivered (e.g., electronic submission, hard copy), subdivided into “milestones” where appropriate; (c) Indicators for evaluation of outputs (including timeliness, achievement of goals, and quality of work).

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The selected candidate is solely responsible to ensure that the visa (where 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.

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.

Deliverables/Outputs (incl. Tasks/Milestone):	Timeline	Deadline ⁹	Estimate Budget (in %)
<p>Deliverable #1:</p> <p>Inception report, including literature review, consultation questionnaires, and work plan to achieve the intended deliverables, of approximately 10 pages, excluding annexes.</p> <p>The tasks will include:</p> <ul style="list-style-type: none"> Review all key UNICEF programme documents, resources, and guidance related to the 21st century skills development programme, in particular Generasi Terampil, to better understand the investment on adolescent skills development. Review key MoECRT guidance and policies relevant to 21st century skills development, the Merdeka Belajar curriculum, <i>Profil Pelajar Pancasila</i>, and <i>Proyek Penguatan Profil Pelajar Pancasila</i> (P5) for formal and non-formal education. Review key MoECRT guidance and policies on teacher career pathways relevant to the teaching of 21st century skills. 	10 days	Jan/ Feb 2024	9%
<p>Deliverable #2:</p> <p>A consultation report, with initial recommendations for integration of the Generasi Terampil programme into formal and non-formal education, of approximately 10 pages, excluding annexes.</p> <p>The tasks will include:</p> <ul style="list-style-type: none"> Liaise, coordinate and consult with the Directorate of Senior High School (<i>Direktorat SMA</i>), the Directorate of Community Education and Special Education (<i>Direktorat PMPK</i>), the Center of Curriculum (<i>Puskur</i>), the Directorate of Teacher and Education Personnel (<i>Directorate Guru Dikmendiksus</i>), and other relevant directorates as required, on how to institutionalize the 21st century skills module and methodology (especially Generasi Terampil) in formal and non-formal education, consistent with the Merdeka Belajar curriculum (i.e. project-based learning). Based on results of the consultations, recommend step-by-step approaches to the integration of the Generasi Terampil programme, including adjustments needed to the curriculum and learning materials (incorporating aspects related to gender and disability) to ensure alignment with the Merdeka Belajar curriculum for formal and non-formal education; and any measures needed for integration of the programme into the teacher's career pathway/credit point system. 	16 days	Feb/ March 2024	15%

⁹ Deadlines to be revised prior to entering into contract.

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<p>Deliverable #3: A consultation report including initial sub-national level implementation strategies for the Generasi Terampil programme, of approximately 10 pages, excluding annexes. The tasks will include:</p> <ul style="list-style-type: none"> • Liaise, coordinate and consult with Provincial Education Offices of DKI Jakarta, East Java, and South Sulawesi to discuss ways to integrate the Generasi Terampil programme in formal and non-formal education and possible implementation strategies at sub-national level. 	18 days	April 2024	16%
<p>Deliverable #4: First Draft Institutionalization document, including proposed entry points, mechanism/s and key steps for integration of Generasi Terampil programme into both the formal and non-formal education systems, at least 15 pages, excluding annexes.</p> <p>The tasks will include:</p> <ul style="list-style-type: none"> • Confirm potential areas for integration of the Generasi Terampil programme (including its 21st century skills module and methodology) within the Merdeka Belajar curriculum framework for both formal and non-formal education. • Based on the above revision, develop integration strategies and a plan for both formal and non-formal education, including implementation mechanism/s at sub-national level. • Propose areas for revision concerning learning content to assist with integration of the Generasi Terampil programme. • Prepare a draft capacity building plan for teachers, including consideration of what private sector actors could contribute to the capacity building of teachers. 	20 days	May 2024	18%
<p>Deliverable #5: A consultation report on the First Draft Institutionalization document, maximum of 10 pages The tasks will include:</p> <ul style="list-style-type: none"> • Lead a series of final consultations with MoECRT and other relevant stakeholders to assist with informing the preparation of the second and final draft of the institutionalization document. 	16 days	Jun/ Jul 2024	15%
<p>Deliverable #6: Second and Final Draft Institutionalization document, of approximately 20 pages, excluding annexes, including:</p> <ul style="list-style-type: none"> • Key documents: integration strategies, curriculum, methodology, and programmatic guidance • Replication plan for wider implementation of the Generasi Terampil programme at subnational level • A final draft capacity building plan for teachers and potential engagement with the private sector to support the integration process. • Final links to all developed documents <p>The tasks will include:</p> <ul style="list-style-type: none"> • A workshop with national sub-national stakeholder to present and socialise the key elements of the Final Draft Institutionalisation document. 	30 days	Aug/ Sept 2024	27%
Total	110 days		100%

Deliverable	Payment schedule
Deliverable #1: Inception report (10 days)	9 per cent
Deliverable #2: A consultation report outlining discussions with key MoECRT directorates. (16 days)	15 per cent
Deliverable #3: A consultation report outlining key discussions with sub-national governments and non-government stakeholders. (18 days)	16 per cent
Deliverable #4: First Draft Institutionalization document (20 days)	18 per cent
Deliverable #5: A consultation report on the First Draft Institutionalization document (16 days)	15 per cent
Deliverable #6: Second and Final Draft Institutionalization document (30 days)	27 per cent

Minimum Qualifications required:	Knowledge/Expertise/Skills required:
<input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other Advanced university degree in the fields of education, social science, and other related fields.	<ul style="list-style-type: none"> ▪ Relevant education background and professional experience in education, on curriculum development and assessment, project-based learning, 21st century skills pedagogy, and/or other related fields ▪ Minimum 5 years of progressively responsible relevant experience in the field of education, skills development programmes, and adolescents/youth development ▪ Experience in working on upstream work with government partners, and developing assessment tools for education, including with MoECRT. Proven experience of high-quality report writing and documentation. ▪ Resourcefulness, flexibility, and the ability to prioritise large amounts of work while under pressure. ▪ Good analytical, facilitation, communication, and presentation skills. ▪ Proven experienced in human-centred design methodologies, user interface & user experience design; ideally for UN, international development, or education-related organizations, is considered an asset. ▪ Politically and culturally sensitive, awareness of gender, adolescents, and disability inclusion issues, with qualities of patience, tact, and diplomacy. ▪ A minimum of 5-8 years’ experience with either the UN and/or NGO is considered an asset. ▪ Fluency in Indonesian and English (verbal and written)