



TERMS OF REFERENCE FOR SERVICE CONTRACTING

Assignment: Development of skills building programme package.

Location: Jordan.

Duration: 4 months.

Estimate number of working: 120 days.

Reporting to: Youth and Adolescents Development Section.

1. JUSTIFICATION/BACKGROUND

Adolescents and young people (defined as 12-30 years old in the Jordan National Youth Strategy 2019-2025) account for 36% of the Jordanian society. Investments in young people not only advance SDG 4 (quality education for all) and SDG 8 (decent work) but also enable young people to lead global progress on the full set of SDGs as young people apply their creativity and talents to the world's greatest challenges.¹ There is an enormous opportunity to transform economic and social outcomes in line with the SDGs, raising global productivity and reducing inequality, if investments are made to ensure young people thrive. Yet, currently, investments in young people's economic and social potential fall far short of what is required to reach the world's 2030 vision. The recently launched Jordan National Youth Strategy (2019-2025)² stands out as a positive response to the great political, social, economic and cultural changes that have had a great impact on the Jordanian adolescents, youth and young people. It aims at promoting youth work and the development of young people in an educational, skillful and valuable way, enabling them to innovate, create, produce and participate in political life and public affairs.³

The coronavirus (COVID-19) pandemic has disrupted livelihoods for millions of young people worldwide. The ILO estimates that more than one in six young people have now stopped working due to the pandemic. Education and training opportunities for youth have also been interrupted, creating long-term implications for post-COVID recovery.⁴ By 2020, one in five jobs in the Arab world will require digital skills that are not widely available today. The future of work for youth, women and refugees in Jordan will be determined by their ability to supply the skills

¹ UNICEF, Programme Guidance for the Second Decade, 2018

² http://moy.gov.jo/sites/default/files/jordan_national_youth_strategy_2019-2025_english_compressed_1.pdf

³ Jordan [National Youth Strategy 2019-2025](#)

⁴ <https://blogs.worldbank.org/digital-development/new-skills-youth-succeed-post-covid-world>

demanding in emerging sectors driven by automation and innovation. Existing talents in the market are considered raw and unprepared for fast growing technologies, which may hinder Jordan's ability to benefit from the opportunities offered by disruptive technologies. Of the 8,000 annual graduates of technology-related disciplines, only 1,700 (21 percent) work in the field in which they have been trained. The Jordanian education system remains a credentialist system, in which value is derived from obtaining a particular credential or certificate rather than the demand for the skills and knowledge gained. Considering the changing nature of the future of work, it has become increasingly pressing to address the shortcomings of the credentialist system by equipping youth with skills that are relevant for the digital economy.⁵

Jordan has high rates of youth literacy (99 percent) and moderate rates of both secondary enrolment (84 percent) and lower secondary completion (87 percent). Public spending on education is 14 percent of total government expenditures.⁶ According to the Bayt.com Fresh Graduates in the MENA survey, July 2015, 76% said that the foremost challenge of their generation is finding a job. Almost 30% stated that their jobs were not related to their studies, and more than 80% viewed their current jobs as interim and are looking to leave.⁷

The mismatch between the skills demanded by employers and the skills offered by the labor force is widely documented across the region as a primary barrier to effective job facilitation in MENA. This is due to the fact that educational systems including secondary schooling, technical vocational education and training (TVET) and universities are not adequately preparing students for the current labour market. Instead, they continue to be geared toward preparing students to serve in the public sector, which used to be the primary employer of educated new entrants in most MENA economies.

Hence, despite the fact that greater numbers of MENA students are attaining education, particularly at a higher level, this does not always translate into higher employment rates and better-quality productive work for youth. Increased privatization, globalization and new technologies - also known as the 'Fourth Industrial Revolution' (Schwab, 2016) - have brought on the demand for certain labour market skills in the region, many of which are not taught in existing public education systems across the region (Assaad and Roudi-Fahimi, 2007). These do not only include technical skills, but life skills that assist youth in successfully transitioning into the world of work (UNICEF, 2017).

According to the World Economic Forum (2016) such skill sets that are required by the Fourth Industrial Revolution comprise of complex problem-solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment and decision-making, service orientation, negotiation, and cognitive flexibility (UNICEF, 2017). The development of life skills and citizenship education in the region therefore requires a holistic approach that considers the multi-dimensionality of education and encompasses the cognitive, individual and social realms

⁵ <http://documents1.worldbank.org/curated/en/544751585015347579/pdf/Jordan-Youth-Technology-and-Jobs-Project.pdf>

⁶ <https://www.youthindex.org/country/jordan>

⁷ <https://d25d2506sfb94s.cloudfront.net/r/17/The%20Skills%20Gap%20in%20MENA%20WhitePaper%202016.pdf>

while empowering young people to attain key skills that will effectively assist them in fulfilling their social responsibilities and be successful in the workplace (UNICEF, 2017). 26

The continued mismatch in skills has further added to long and difficult periods of unemployment for youth as they transition from school to work, with employers usually reluctant to hire youth that lack the skills they need. Despite this, investments in on-the-job training is very low amongst employers in the region who often unwilling to build the skills and capacities of new entrants. While a skills mismatch does pose serious barriers to private sector employment for young people, it is important to note the difference between a lack of certain skills in demand, and lack of demand for highly skilled labour. According to Dimova et al. (2016), higher skilled youth in the region particularly struggle to find work that matches their level of qualifications. This is a common situation of “over-education” in the region, whereby available jobs in the private sector require skills that are below the level of education obtained by young people. Hence, since the supply of qualified workers is far greater than demand of technical and professional work, youth often have no choice but to accept employment that is below their skills level. Dimova et al. (2016) find that on average 38.4 per cent of working youth in the region are underutilized in their place of employment, with female underutilization rates being much higher than their male counterparts. In such cases, where especially young male workers are underutilized, they are more likely to emigrate to countries where their productive potential can be realized.

Adolescents and young people in Jordan, a population with a great magnitude are a vibrant force of change, they need to be supported and helped through programmes and plans that train, equip and enable them to take on their responsibilities. Young people need to be able to make positive and effective use of their leisure time. Their productive, intellectual and creative abilities need to be steered towards progress and development through meaningful programming relevant to their lives and physical, mental and psychological developments during this stage of life. The comprehensive sustainable development of adolescents needs to be ensured and their active participation needs to be sought in the design, implementation and evaluation of strategies and programmes.

The youth engagement and participation and the learning to earning programmes are being implemented in different community settings like Makani centers, Ministry of Youth centers, as well through local partners, and Ministry of Digital Economy and Entrepreneurship knowledge stations, in the host communities and refugee camps. Facilitators of both programmes are diverse and range from Makani facilitators to youth volunteers, Through a strong network of governmental and non-governmental agencies, delivery of both programmes has reached thousands of adolescents and young people. There is a need to improve the synergy between the two programmes taking into consideration the diverse implementation settings and partners as well as the existing comprehensive frame works and pathways of life skills, financial literacy, social innovation, digital skills, girls and women leadership, employment and social entrepreneurship development.

2. OBJECTIVE AND TARGETS

The objective of this assignment is to support UNICEF Jordan Country Office with reaching out of school youth and vulnerable youth aged 15+, who have no opportunity to return to the formal education system, by supporting them to develop the required understanding, knowledge and competencies at a foundational level in order for them to develop the pre-requisite requirements to access technical training, vocational education to ultimately enhance their employability outcomes, and becoming productive and engaged members of society.

3. SCOPE OF THE WORK (WORK ASSIGNMENT)

To achieve the above objective, the contractor, shall perform the following tasks, in close coordination with UNICEF Jordan Country Office:

1. Develop and implement a practical assessment for a sample group of out of school youth aged 15 - 24 identified by UNICEF to determine the range of understanding and experience they have in applied everyday mathematics, competencies in reading and writing Arabic and their digital literacy skills. This will create a baseline that will be used as a starting point to advice on and develop a foundational curriculum that will allow youth to access TVET opportunities.
2. Review the entry requirements set out by TVET Partners (documents to be provided by UNICEF), as well as youth skills needed as highlighted by the private sector and sectors/industry associations, to determine core competencies for entry to TVET opportunities.
3. Review the types of TVET training options for youth and additional skills and knowledge that may be needed to gain entry on to these courses.
4. Implement a series of FGDs with youth and TVET providers, to be identified by UNICEF, to determine which types of training (including digital literacy skills) that might be the most popular in order to provide optional curriculum so that youth can enter courses they are interested in pursuing.
5. Develop a curriculum based on the gap between what the assessment of youth competencies are and the average entry requirements for a range of TVET courses.
6. Curriculum should be inclusive of digital literacy skills modules, having taken a critical look at the various gender digital divides/interventions across the skills to work programming model available.
7. Review a range of UNICEF pre-existing programmes, documents and those of partners, recommending which of these programmes can usefully (with or without adaptation) meet the curriculum that is recommended.

8. Provide a concept note that outlines a series of core and optional modules that youth would need to take, dependent on their level, to allow them to develop the pre-requisite competencies for entry into TVET and technical training.
9. Prepare a set of end of module practical competency assessments that can be used to support facilitators and participants in ensuring that learning outcomes are met.
10. Meet with TVET partners to get feedback on recommendations and review and develop accordingly.
11. Prepare a TOR that will be sent out for local tender for the modules to be fully developed and an accompanying training programmes for youth facilitators to be able to deliver the modules and assess progress. The TOR should also include activities related to establishing impact of the programme and include QA and monitoring and evaluation.

4. EXPECTED DELIVERABLES and Timeframe

N	Expected deliverable:	Timeframe:	Payment Plan
1.	Submission of Inception report & Detailed action plan for the assignment. The inception report needs to cover the following: (a) demonstrate understanding the current programmes, (b) reflect on experiences and best practices from other countries, and (c) provide understanding of the task, proposed methodology and proposed outline of the skills building package.	3 weeks from beginning of the contract	1 st payment upon UNICEF approval
2.	Develop and implement a practical assessment for a sample group of out of school youth aged 15 - 24 identified by UNICEF to determine the range of understanding and experience they have in applied everyday mathematics, competencies in reading and writing Arabic and their digital literacy skills. This will create a baseline that will be used as a starting point to advice on and develop a foundational curriculum that will allow youth to access TVET opportunities.	5 weeks from beginning of the contract	2 nd payment upon UNICEF approval
3.	Review the entry requirements set out by TVET Partners (documents to be provided by UNICEF) as well as youth skills needed as highlighted by the private sector and sectors/industry associations, to determine core competencies for entry to TVET opportunities.	6 weeks from beginning of the contract	
4.	Review the types of TVET training options for youth and additional skills and knowledge and experiences (apprenticeships/internships) that may be needed to	6 weeks of beginning of the contract	

	gain entry on to these courses and greater access to employment opportunities.		3d Payment upon approval of UNICEF
5.	Implement a series of FGDs with youth and TVET providers to be identified by UNICEF to determine which types of training (including digital literacy skills) that might be the most popular in order to provide optional curriculum so that youth can enter courses they are interested in pursuing.	8 weeks from beginning of the contract	
6.	Develop a curriculum based on the gap between what the assessment of youth competencies are and the average entry requirements for a range of TVET courses.	12 weeks from beginning of the contract	
7.	Review a range of UNICEF pre-existing programmes, documents and those of partners, recommending which of these programmes can usefully (with or without adaptation) meet the curriculum that is recommended.	12 weeks from beginning of the contract	
8.	Provide a concept note that outlines a series of core and optional modules that youth would need to take, dependent on their level, to allow them to develop the pre-requisite competencies for entry into TVET, connection with localised apprenticeship opportunities to boost employability for youth.	13 weeks from beginning of the contract	
9.	Prepare a set of end of module practical competency assessments that can be used to support facilitators and participants in ensuring that learning outcomes are met.	14 weeks from beginning of the contract	
10.	Meet with TVET and key partners such a private sector, chamber of commerce and industry as well as localised/governorate level office of employment and private sector associations, to get feedback on recommendations and review and develop accordingly.	15 weeks from beginning of the contract	4 th Payment upon approval of UNICEF
11.	Prepare a TOR that will be sent out for local tender for the modules to be fully developed and an accompanying training programmes for youth facilitators to be able to deliver the modules and assess progress, inclusive also of apprenticeship program for youth. The TOR should also include activities related to establishing impact of the programme and include QA and monitoring and evaluation.	16 weeks from beginning of the contract	

5. DELIVERY DATES AND DETAILS ON HOW THE WORK MUST BE DELIVERED

- UNICEF will have full oversight on the implementation of the key tasks of the consultancy as appropriate to the tasks.
- Monthly meetings with the consultancy institution along with implementing partners, and UNICEF will be convened to review progress and encountered challenges.
- Deliverables will be provided in both languages and all tools will be developed in Arabic. In the case, where English version of selected documents is needed in Arabic, the translation will be done by the institution/contracted. All data used should be made available to UNICEF in their final version in both languages.
- The Technical Review Group (TRG) will comprise the representatives of the major stakeholders including consultants' team, programme specialists from UNICEF Youth, Social Protection, and representatives from different implementing partners.

The TRG will:

- Provide clear specific advice and support to the consultant's team and the team throughout the whole process of programme design and development.
- Review and provide comments and feedback on the technical quality of the programme.
- Unicef team will reply after 5 working days, with comments and feedback for every deliverable received by the contractor

6. OFFICIAL TRAVEL INVOLVED

It is expected that the contractor team would make daily visits to programme sites.

All travel costs (international and local) should be planned properly in the technical proposal and included in the financial proposal in accordance with UNICEF's rules and tariffs at economy class rate.

Please note that if selected, the contract can be a supporting document to obtain entry visa (if necessary). UNICEF will be unable to secure travel visas.

7. DESIRED QUALIFICATIONS, SPECIALIZED KNOWLEDGE OR EXPERIENCE

The RFP is open for international companies, however they should provide evidence of local affiliation.

This consultancy is planned to be conducted by an institution, academic institution, registered consultancy group or a private sector firm with over 15 years of experience in learning, education and digital learning/transformation, with clear experience in content and curricula development and educational assessment

The team will be comprised of a team leader and team member(s) with background in learning, education, skills building development, 21st century skills development for adolescents and youth

development programming. If the project is conducted by an international firm, the team leader will ensure that a national expert (Arabic speaker) is included in the team.

The qualifications and experience required for the institution or firm as follows:

- 15 years of experience in learning, education and digital learning/transformation program with clear experience in content and curricula development as well as educational assessment.
- Technical knowledge related to educational content, skills building, employability and TVET is highly desirable.
- Profiles and/or CVs of the team as well as references/links to two most recent projects should be provided with the proposal (including the proposed actors, if any proposed)

The team leader or team member(s) should ensure adherence to required qualifications, skills and experience as stated below:

1. At least a master's Degree in Social science; youth and community development, economics, social justice, education, or a related field.
2. All team members should have at least 5-7 years of experience in education, or learning, adolescent and youth development and programme design and evaluation, and curricula development or related field. At least one member should have 7-10 years' experience related to learning and skills building and curriculum development.
3. Excellent interpersonal skills required for high level engagement with implementing partners and other stakeholders.
4. Strong programme implementation, research and writing skills.
5. Demonstrated excellent writing skills, and strong communication, in particular for the development of technical documents is essential.
6. Demonstrated experience and knowledge of the latest developments and issues related to youth and adolescents is an asset.
7. Fluency in English (both written and verbal) is required. Knowledge of an additional UN language (Arabic) is considered an asset.

8. PERFORMANCE INDICATORS FOR EVALUATION OF RESULTS

Proposed timelines for completion of activities are met and deliverables submitted on time with good quality acceptable to UNICEF and as per the standards described in the TORs as well as UNICEF global standards. Overall performance at the end of the contract will be evaluated against the following criteria: timeliness, responsibility, initiative, innovation, communication, and quality of the products delivered.

9. FREQUENCY OF PERFORMANCE REVIEWS

Monthly meetings with the consultant along with technical Committee will be convened to review the progress and encountered challenges.

Overall performance at the end of the contract will be evaluated against the following criteria: timeliness, responsibility, initiative, communication, and quality of the products delivered.

10. ESTIMATED DURATION OF THE CONTRACT AND PAYMENT SCHEDULES

It is expected that this consultancy will be conducted from Amman, if the context allows for it. The contract would cover the entire duration of the consultancy. Proposed and estimated timeframe for deliverables is listed under each deliverable in the Section 4. The consultancy team should propose a timeline to submit the deliverables considering necessary and adequate time (at least two weeks) to be allocated for review and quality assurance processes of the deliverables by UNICEF.

Payment is contingent on approval by the UNICEF and will be made in 4 installments as follows:

- **First payment:**

20% of the total upon submission of approved Inception report & detailed action plan for the assignment. The inception report needs to cover the following: (a) demonstrate understanding the current programmes, (b) reflect on experiences and best practices from other countries, and (c) provide understanding of the task, proposed methodology and proposed outline of the skills building package.

- **Second Payment**

20% of the total upon:

- development and implementation of practical assessment for a sample group of out of school youth, vulnerable youth aged 15 - 24 identified by UNICEF
- Creation of baseline to be used to develop a foundational curriculum that will enhance youth employability and access to technical training and vocational education, including within sectors of the gig-economy.
- Review the entry requirements set out by TVET Partners (documents to be provided by UNICEF) to determine core competencies for entry to TVET opportunities.
- Review the types of TVET training options for youth and additional skills and knowledge that may be needed to gain entry on to these courses.
- Implement FGDs with youth and TVET providers to determine the curricula needed for adolescent and youth

- **Third Payment**

40% of the total upon:

- Submission of the curriculum developed based on the gap between what the assessment of youth competencies are and the average entry requirements for a range of TVET courses.
- Review of existing UNICEF material
- Concept note that outlines the core and optional modules
- Prepare a set of end of module practical competency assessments that can be used to support facilitators and participants in ensuring that learning outcomes are met.
- Meeting with partners for feedback and consolidation on the material developed

▪ **Fourth and Final payment:**

20% of the total upon:

- Submission of final detailed report of the assignment results attaching final documents prepared.
- Development of TOR that will be sent out for local tender for the modules to be fully developed and an accompanying training programmes for facilitators and youth facilitators to be able to deliver the modules and assess progress. The TOR should also include activities related to establishing impact of the programme and include QA and monitoring and evaluation.

No Advance payment to be made. Payments will be made against each milestone/ deliverable and only upon UNICEF's acceptance of the work performed. The terms of payment are Net 30 days, after receipt of invoice and acceptance of work. Payment will be affected by bank transfer in the currency of billing.

All interested institutions or group of Consultancy institution is requested to include in their submission detailed costs including:

- a) Daily rate including hours per day
- b) Expenses (please include all costs that are to be charged to UNICEF) to be agreed prior to commencing project
- c) Any additional requirements needed to complete project or that might have an impact on cost or delivery of products
- d) The contractor's fee shall be inclusive of all office administrative costs.

11. CALL FOR PROPOSALS

A two-stage procedure shall be utilized in assessing the proposals, with assessment of the technical proposal being completed prior to any price proposal being compared. Applications shall therefore contain the following required documentation:

1. Technical Proposal:

Applicants shall prepare a proposal as an overall response to ToR ensuring that the purpose, objectives, scope, criteria and deliverables of the study are addressed. The proposal shall include a draft work plan and timeline for the consultancy. The Technical Proposal shall also include updated profiles/CV of the Consultancy institution including links to previous materials developed for similar consultancies. Other requirements and documentation indicated under the evaluation criteria should be part of the technical proposal.

2. Financial Proposal:

Offer with cost breakdown: Consultancy fees, technical content, software and other upgrade/ development requirements cost. The Financial Proposal shall be submitted in a separate file, clearly named Financial Proposal. No financial information should be contained in the Technical Proposal.

12. UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE

UNICEF reserves the right to withhold payment and consolidated output until the contractor provide satisfactory quality output as reviewed by the project manager / supervisor. In case of unsatisfactory performance, the payment will be withheld until quality deliverables are submitted and subsequently, the contract will be terminated in accordance with the General terms and conditions stated in the tender document if the contractor fails to deliver.

13. REQUEST FOR PROPOSAL EVALUATION AND WEIGHTING CRITERIA

Submitted proposals will be assessed using Cumulative Analysis Method. All requests for proposal will be weighed according to the technical (70) and financial considerations (30). Financial proposals will be opened only for those application that attained **49 points (70% of 70)** or above on the technical part. Below are the criteria and points for technical and financial proposals.

Section A: Technical proposals

PLEASE REFER TO THE RFP DOCUMENT

Section B: Timetable (Schedule)

This section should include a proposed time/delivery schedule. An action plan specifying the timeframe with various milestones and activities should be included under this section.

Section C: Financial Offer

A separate Financial Offer detailing all activity expenses and logistics should be submitted under this section. The financial offer (this section) should be submitted on a separate page from the Technical Capability and Schedule information.

14. CONDITIONS

- The contractor will work on his/her own computer(s) and use its own office resources and materials in the execution of this assignment.
- The firm will provide draft report for review and amend as requested before submitting the final report
- UNICEF may request that the Consultancy firm submit original copies of all evaluation tools, discussion and interview guides, sampling procedures, field notes, completed questionnaires and any other material related to the implementation of the evaluation.
- UNICEF will not provide office space to the team. All requirements including venues for workshops, transportation, visa, health insurance, secretariat services, interpreter, translator, etc., will not be covered by UNICEF. UNICEF office may provide (if required) any documentation, letters to government, etc., to make sure that the assignment is completed successfully. However, this will not relieve the contractor from its responsibility.