## Annex 1: Terms of Reference

1. **Background**

Afghanistan is one of the poorest countries in the world with around 85% of the people living under the poverty line. A key reason for this pervasive poverty is that the youths and adults who are the breadwinners of the families lack labour market-required skills. Additionally, illiteracy remains a significant challenge, further exacerbating unemployment and poverty across the country. The literacy rate in Afghanistan is estimated at 38%, with female literacy critically low at 22.6% compared to 52.1% for men. The suspension of education beyond Grade 6 for girls has caused an 89% decline in female enrolment in Technical and Vocational Education and Training (TVET) institutions, indicating a severe underutilization of human potential. There is a well-established positive correlation between illiteracy, unemployment, and poverty.

For the past two decades, UNESCO has supported skills development and literacy training programmes to improve literacy skills and provide beneficiaries, especially females, with opportunities to enhance their livelihoods. These programmes integrate literacy with skills, covering topics such as vegetable farming, first aid, and entrepreneurship. Practical support is also provided through these programmes, enabling learners to engage in agricultural and livelihood activities such as poultry, goat keeping and vegetable farming, as well as to start small enterprises.

UNESCO plans to continue implementing Skills-Based Literacy (SBL) initiatives with a focus on enhancing job-related and market-relevant skills for both male and female beneficiaries in addition to helping beneficiaries acquire the ability to read, write and count. This approach aims to empower individuals by equipping them with the knowledge, skills, attitudes, and values necessary to become productive, healthy, and responsible citizens. The programme adopts a community-based approach, prioritising the provision of skills-based literacy for youth and adults, particularly women who have been deprived of education.

**Objective description:** To empower Afghan youth and adults aged 15 and above, who have previously been excluded from education, by providing them with SBL training. The programme will equip learners with essential literacy skills integrated with practical livelihood skills, fostering their ability to be productive, healthy, and responsible citizens prepared to contribute to community welfare and secure viable employment in the national labour market, particularly focusing on women and girls who face significant barriers to education and economic participation.

**Outcome description:** Increased equitable and inclusive access to relevant, accelerated SBL opportunities of good quality for Afghan youth and adults. The project will focus on reaching the most vulnerable populations, especially women and girls, aiming to enroll and support approximately 21,000 learners through community-based literacy programmes that enhance employability and socio-economic resilience.

**Output description:** Youth and adult learners (at least 70% female) are enrolled in SBL courses and successfully complete the curriculum within an accelerated timeframe of 6 months depending on the type of skills they enroll in. The programme integrates practical livelihood skills within the literacy packages developed by UNESCO under the following sectors:

1. Manufacturing
2. Agriculture
3. Services
4. **Geographic locations**

The SBL courses will be implemented in 18 provinces, as per the table below.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. N** | **Geographical coverage (tentative) Provinces** | **Target Beneficiaries by Skill in the relevant provinces** | | | | | | |
| **Tailoring** | **Carpet weaving** | **Felting** | **Diary production** | **Poultry farming** | **Additional skills (To be proposed by potential IPs)** | **Total** |
| 1 | Kabul | 300 | 300 |  | 300 | 300 | 560 | 1,760 |
| 2 | Ghor | 300 |  |  | 300 | 300 | 1,450 | 2,350 |
| 3 | Bamiyan | 300 |  | 300 | 200 | 300 | 200 | 1,300 |
| 4 | Samangan | 300 | 300 |  | 200 | 300 | 200 | 1,300 |
| 5 | Khost | 800 |  |  | 200 |  |  | 1,000 |
| 6 | Paktiya | 800 |  |  | 200 |  |  | 1,000 |
| 7 | Kunar | 300 |  |  |  | 195 | 1,050 | 1,545 |
| 8 | Nuristan |  |  |  |  |  | 1,250 | 1,250 |
| 9 | Badakhshan |  |  |  |  |  | 1,050 | 1,050 |
| 10 | Logar |  |  |  |  |  | 1,050 | 1,050 |
| 11 | Balkh |  |  |  |  |  | 1,050 | 1,050 |
| 12 | Nangarhar |  |  |  |  |  | 1,050 | 1,050 |
| 13 | Panjshir |  |  |  |  |  | 500 | 500 |
| 14 | Parwan |  |  |  |  |  | 1,050 | 1,050 |
| 15 | Kapisa |  |  |  |  |  | 550 | 550 |
| 16 | Laghman |  |  |  |  |  | 1,050 | 1,050 |
| 17 | Kunduz |  |  |  |  |  | 1,050 | 1,050 |
| 18 | Baghlan |  |  |  |  |  | 1,050 | 1,050 |
| **Total** | | **3,100** | **600** | **300** | **1,400** | **1,395** | **14,160** | **20,955** |

**Important:** **UNESCO intends to select several implementing partners, each possibly proposing to cover at least 2 provinces where they operate. Proposals should be specified for each province separately, to allow a fair comparison of partners acting in each province. UNESCO is interested in a multi-partner approach to build synergies and national ownership. UNESCO reserves the right to reduce the number of provinces and the number of implementing partners depending on the number of proposals received for each province and district.**

1. **Activities**

|  |  |
| --- | --- |
| **Activities** | **Descriptions** |
| **Mapping, identifying, and enrolling eligible learners based on agreed criteria with UNESCO.** | **This process involves mapping, identifying, and enrolling eligible learners in close alignment with UNESCO’s criteria.**   1. Coordinating with UNESCO, PEDs, DEDs, and the broader community. 2. Selecting learners based on agreed criteria in the UNESCO provided programme operational manual. 3. Registering all classes and learners in UNESCO’s online database. |
| **Recruitment and management (including payment of salaries) of master trainers, provincial and district community mobilizers, Provincial counselors, and SBL facilitators.** | T**his process includes the recruitment and management of key personnel, including master trainers, community mobilizers, counselors, and SBL facilitators based on a mutually agreed ToR with UNESCO. This includes:**   * 1. Recruitment of **2 qualified master trainers** per province per skill (one male and one female fluent in both Dari and Pashto) for a duration of 1 month. These master trainers will conduct a pre-service (10-days) and in-service (2-days) training of Skill Based literacy (SBL) facilitators and district community mobilizers and provide continues support to improve teaching and learning quality.   2. Recruitment of **1400 SBL facilitators** (at least 70% female) for six months. This includes:  1. Advertising for SBL facilitator positions. 2. Shortlisting candidate applications. 3. Developing and administering written tests and interviews. 4. Issuing contracts with the selected literacy facilitators.    1. Recruitment of one PCM per province, one DCM per district, and one health counselor per province.    2. Managing recruitment files and submitting data to UNESCO KOBO toolbox.   **C/ Recruitment of around 84 SBL Facilitators (at least 70% female) per province for the period of 6 months, this includes:**   * SBL facilitators are to be recruited through a competitive selection process such as advertisement, shortlisting, administering the written, interview, selection and issuing contract for the position to be done by the IP with close consultation of UNESCO. * One another and important criterion for the application of the SBL facilitator is the provision of a community learning space for SBL classes.   **D/ Recruitment of Provincial community mobilizer (PCM) and District community mobilizer (DCM) and health counselor**  The selection of PCM, DCM and health counselor are carried out by the IP with close consultation of UNESCO office though a competitive process. The IPs will recruit 1 PCM per province, 1 DCM per district and 1 health counselor per province where the SBL program is implementing.  **E/** Manage the recruitment files of the SBL facilitators, share with UNESCO, and submit to the NFEMIS database, ensuring confidentiality and data protection.  **F/Salaries disbursement**  The IP must ensure timely salary payments to project staff and facilitators, as specified in the signed Implementing Partners Agreement (IPA), such as through bank transfers or other digital methods. |
| **Training and supervising master trainers, provincial and district community mobilizers, provincial counselors, and SBL facilitators.** | 1. **Conduct trainings and workshops** to enhance the capacity, skills and effectiveness of master trainers, provincial and district community mobilizers, provincial counselors, and SBL facilitators. The expected trainings are as below:  * **Conduct a 6 -day training of ToT for master trainers, PCMs and health counselor:** The UNESCO Kabul office will conduct this ToT training in Kabul, which is mandatory to be received for all master trainers, PCMs and health counselors * Conduct the 10 days pre-service training for the SBL facilitators (70% female) and DCMs on provincial level. * Conduct the 2-day in-service training for the SBL facilitators (70% female) at provincial level.  1. **Provide learners** with training materials and resources. 2. **Provide ongoing support and guidance** following regular monitoring of progress and performance. 3. **Evaluate the effectiveness** of training programs and **gather feedback** for continuous improvement. |
| **Coordination and monitoring of the distribution of teaching and learning materials** | 1. **Coordinate** with the relevant stakeholders to ensure the timely delivery and distribution of teaching and learning materials. 2. **Schedule** distribution timelines to facilitators and learners. 3. **Track** the distribution process and **document** the distribution to ensure accountability and facilitate the future audit processes. |
| **Procurement and distribution of skills development toolkits which will be the learners and facilitators** | The IPs will play a key role to ensure the toolkits are procured and delivered to the project beneficiaries effectively.  To start the procurement, the IPs will need to clearly outline the specifications for the skills mentioned in the Terms of Reference (ToR). It's important that these specifications are agreed upon with our partners before moving forward with the financial proposal.  Furthermore, the entire procurement process for the toolkits should be carried out in close collaboration with the UNESCO Kabul office to ensure everything runs smoothly. |
| **Implementation and monitoring of SBL courses, data collection, and provision of regular periodic reports.** | 1. **Deliver SBL courses** in designated areas while ensuring adherence to the curriculum and UNESCO guidelines. 2. **Monitor** learners’ engagement and evaluate course effectiveness. 3. **Gather data** on attendance and performance for analysis. 4. **Develop and submit regular periodic reports** summarizing findings. 5. **Identify** successes, challenges, and provide recommendations for improvement. 6. Collecting **successful stories** of the SBL learners and implementation of the program to share with the UNESCO Kabul office. |
| **Regular data collecting and sharing using the Kobo toolbox that UNESCO will provide.** | **Data Requirements for UNESCO Monitoring and Evaluation System:**   1. As part of the monitoring and evaluation system, IPs will be required to provide the following data to UNESCO Kobo toolbox or any other similar data collection platform: 2. **Class Profiles with Geotagged Data:** Submit geotagged data for each class immediately after the classes are established. 3. **Learner Registration Data:** Provide detailed registration information for all learners enrolled in the program. 4. **Village Literacy Committees (VLC) Member Data:** Share registration data for members of the VLC. 5. **Staff Registration Data:** Submit information about all staff directly or indirectly involved in the project. 6. **Monitoring Data:** Provide regular monitoring data through the standard online monitoring tools provided by UNESCO.   These requirements are critical to ensuring the effective monitoring, accountability, and success of the program. |
| **Working jointly with UNESCO, identify available materials in the area of specified skills sectors and jointly contextualize for implementation within the projects in 2025 and/or future potential projects** | The IPs’ experts of curriculum and teacher education will be closely working with the Curriculum and Teacher Training Technical Working Group (CT-TWG), established by UNESCO as the CT-TWG members.  The CT-TWG members will consist of the experts from UNESCO (national and international), IPs, counterparts and other UN agencies and international organizations.  The main task of the CT-TWG members will be to attend the regular meeting for reviewing the newly developed material as well as to provide their inputs and comments for further improvements. The working group member will be also assisting the team to share the available and relevant materials in the area of specified skills sectors within the projects in 2025 and/or further potential projects. |
| **Establishment and training of Village Literacy Committees for each village where an SBL class is established** | 1. Establish the SBL Village Literacy Committee (VLC) which remains engaged throughout the project implementation period. 2. IPs are required to build the capacity of VLC members of T SBL program on the importance of access to education for all, especially women and adolescent girls. There should be 1 day training in each district for all VLC members organized by PCM and DCM. 3. Coordinate and conduct monthly VLC meetings at the village level. |
| **Collaborate with UNESCO to conduct a tracer study of the beneficiaries to understand and record the impact of the programme on the lives of project participants** | A tracer study will assess the project's impact on the educational, professional, and social progress of learners and the target group. Using surveys, interviews, and focus group discussions, IPs must collaborate with UNESCO to facilitate field processes, coordinate with stakeholders, and share relevant information with the survey team. This cooperation will ensure an efficient survey and provide valuable insights for future improvements. |

1. **Roles and responsibilities**

**UNESCO Kabul office in coordination with relevant UNESCO institutes will:**

1. Provide continues overall guidance, oversight, and quality assurance and approval of the deliverables.
2. Train master trainers and provide support to training of PCM, DCM, and facilitators.
3. Verify and approve the final list of learners and monitor project implementation.
4. Provide required reporting templates

**The selected implementing partner in close coordination with UNESCO and relevant stakeholders:**

1. Will be required to engage with the de-facto authorities at national and sub-national levels, including obtaining a Memorandum of Understanding (MoU) with the relevant de-facto authorities
2. Recruitment and management (including payment of salaries) of master trainers, provincial and district community mobilizers, Provincial counselors, and SBL facilitators.
3. Training and supervising master trainers, provincial and district community mobilizers, provincial counselors, and SBL facilitators.
4. Mapping, identifying, and enrolling eligible learners based on agreed criteria with UNESCO.
5. Implementation and monitoring of SBL courses, data collection, and provision of regular periodic reports.
6. Coordination and monitoring of the distribution of teaching and learning materials.
7. Procurement and distribution of skills development toolkits which will be the learners and facilitators.
8. Working jointly with UNESCO, identify available materials in the area of specified skills sectors and jointly contextualize for implementation within the projects in 2025 and/or future potential projects.
9. Regular data collecting and sharing using the Kobo toolbox that UNESCO will provide.
10. Establishment and training of Village Literacy Committees for each village where an SBL class is established.
11. Collaborate with UNESCO to conduct a tracer study of the beneficiaries to understand and record the impact of the programme on the lives of project participants.
12. **Expected Outputs/Deliverables:**

The deliverables below will be further elaborated at the contract award stage:

1. **Comprehensive Project Implementation plan:**  A detailed plan aligned with UNESCO's provided template, outlining the strategy and timeline for project execution. (according to the below template provided by UNESCO) with implementation;
2. **Methodology for Capacity Building:** An inclusive strategy covering recruitment and pre-service training of provincial and district mobilizers, master trainers, SBL course facilitators and counsellors;
3. **Pre-service Training Report:** A report detailing the pre-service training of provincial and district mobilizers, master trainers, and SBL facilitators (including attendance list and pictures);
4. **Monitoring and evaluation plan:** A well-defined plan for monitoring and evaluating the Skills-Based Literacy (SBL) courses following the relevant criteria and indicators advised by UNESCO for ensuring effectiveness and quality.
5. **Monthly financial report:**  A monthly financial report ensuring transparency in salary distribution and payment to master trainers, provincial and district mobilizers, and SBL facilitators;
6. **Final monitoring and evaluation report:** A conclusive evaluation report, with an audited financial report based on the contract's value;
7. **Documented follow-up of risks:** A comprehensive record of both pre-identified and emerging risks during implementation, along with clearly defined corrective actions; and
8. **Efficient Project Asset Distribution:** Timely distribution of project assets to beneficiaries, ensuring that learners are adequately equipped for the courses.
9. **Compliance to UNESCO general terms and conditions:**

Partners shall review and endorse UNESCO standard general terms and conditions of the **Implementation partner agreement (IPA)** to ensure that they comply with (template Form 7-10 is provided for information).

1. **Expected Timeline:**

The assignment is currently foreseen for a duration of six months, March 2025 – August 2025 with a possibility of adding one month for the coordination and initiation of the courses.

**Important: Please note that UNESCO reserves the right to extend/expand the activities with selected Implementing partners for the next phase, subject to their satisfactory performance on the first phase, lessons learnt, and conditional to receipt of donor funding.**

1. **Reporting, Monitoring and Evaluation:**

The selected IP(s) should coordinate and report to UNESCO Kabul Office the learners' identification, verification, and approval of the learners list, at the initial stage. Later, the IP(s) needs to submit monthly progress/monitoring reports on the progress of the activities. The report includes the detailed narrative accounts of course information, including number of learners disaggregated by gender, location, and comparison between the planned and actual implementation. The report will be drafted according to the report template for the progress/implementation and the financial reporting. The report should cover the progress against the set Key Performance Indicators (KPIs), and risk mitigation measures. A risk matrix will be drafted and finalized jointly by UNESCO and the IP(s) which would be attached to the contract.

1. **Selection Criteria:**

Partners profiles and proposals which meet the criteria listed below will be reviewed for technical merit and financial management capacities and a ranked short list of applications will be prepared.

Partners must have a sound financial/programmatic structure that ensures a successful undertaking for the work assignment proven by experience and reputation of the partner on and its key personnel, well established financial and administration system, human resources policy, and preferably also competence in cash management of incentives to beneficiaries, anti-fraud and anti-corruption mechanism in place, policy on protection from sexual exploitation and abuse (PSEA), etc. and a solid overall performance during the last three years (ref. Annual accounts and Partner’s identification form “7-9A” Annex 2).

Partners implementing jointly several projects will explain their logistical arrangements to ensure that skilled staff is dedicated to UNESCO project.

**Important: Exceptional case - If you are submitting in partnership with other NGO organization (your sub-contractor or co-implementer) in a given province, please ensure that you detail each organization's role, define the leading partner who will sign the contract, and provide separate Form 7-9A from lead partner and co-implementing NGO.**

1. **Eligibility criteria:**

Partners operating in Afghanistan, as to their geographical coverage, areas of expertise and operational capacity, current priorities in response to the crisis level, interest to work with UNESCO, state of coordination with the de- facto authorities, etc. **IPs which do not have yet reached the basic mandatory requirements / experience below will be automatically disqualified.**

**Mandatory criteria: Yes/No**

1. Documented experience in providing teacher recruitment and training for the delivery of SBL courses and/or community-based education (e.g. contracts, donor's letter, project audit report, or other evidence of at least 2 (two) projects);
2. Coverage in min. 2 provinces (proof of implementation in given provinces);
3. Budget and technical proposals are developed for each province separately;
4. In kind and/or financial Contribution is provided by partner (costed in budget annex);
5. Capacity of implementing projects of 100,000 USD and above, by proof of implemented projects with budgets > $50,000;
6. Providing signed form 7-9A – Partner identification form;
7. Latest financial statements with a sound financial status (no recurrent deficits, no recurrent debts, clean (unqualified) audit opinion where subject to audit);
8. Not-for-profit legal status provided (national registration), entity must exist since a minimum 2 (two) years;
9. Policies and Safeguards for cash management are in place (i.e., segregation of duties, payment to third parties/individuals are preferably done in mobile phone/bank accounts/digital means);
10. Policy on prevention of sexual exploitation and abuse;
11. Policy on data protection and privacy;
12. Anti-fraud/ anti-corruption policy is in place; and
13. Accounting software allowing reliable project accounting is in place.
14. **Technical Evaluation Criteria table:**

|  |  |
| --- | --- |
| **Technical criteria** | **Possible score** |
| **1. Qualifications and Expertise. (ref. Partner's identification 7-9A form (Annex 2), Financial accounts, past project audits, Reference letters)** | Max. 250 |
| Organization has relevant technical experience in implementing non-formal TVET education, skills development, and literacy projects in Afghanistan (proven track record of min. 2 projects capacity of implementing projects of 100,000 USD and above, by proof of implemented projects with budgets > $50,000 in youth and adult education, non-formal TVET, skills development, and literacy projects, **in particular female – inclusive education**. Min.” 2 projects” gets 30 points, additional project gets 10 points per project. | 50 |
| Organization has the operational capacity, including systems and processes for ensuring sound **funds management**. At a minimum, an organization needs to have a reliable accounting and reporting system (10 points), anti-fraud/anti-corruption policy (10 points) The IP has received an unqualified audit opinion on corporate accounts (proven track record of the last 2 yearly) (20 points). Note: Entities with audit finding on their corporate accounts, HACT micro-assessment or any project audits or earlier UNESCO IPAs, are expected to provide explanation on implementation status of audit recommendations | 40 |
| Policy on prevention of sexual exploitation and abuse (PSEA) (10 points), policy on data protection and privacy (10 points). Where the entity has not established its own PSEA training, such training can be completed free of charge on-line on the UNICEF Agora Portal at [https://agora.unicef.org/course/info.php?id=7380.](https://agora.unicef.org/course/info.php?id=7380) The entity commits to provide to UNESCO supporting documentation in relation to PSEA training completed by its personnel (ad minima those working on UNESCO project) within 7 days of signing the Implementation Partner Agreement. | 20 |
| Organization has a **geographical and operational** presence in more than 2 provinces and in particular in those for which proposal is made provinces e.g. evidence of project office and/or community-based presence. 20 points for the 2 provinces, additional 10 points per province | 60 |
| The IP has experience in human resources management (e.g. selection, establishment of contracts, monitoring of performance) including its personnel and other project beneficiaries (recruitment of trainers/beneficiaries is one of key components of project) | 30 |
| The IP has experience in engagement with government the DfA and community involvement in project planning and management, including connections rooted in the communities, and operates with community input, involvement, and investment. IP has experience with payment through bank/ per diem payments to beneficiaries, and procurement and distribution of tool kits (desirable, 30 points), has experience with beneficiaries’ selection and complaints mechanism (desirable, 20 points). | 50 |
| **2. Methodology and work plan. (ref. Proposal incl. Risk, Workplan, Budget annex)** | 250 |
| Organization presented a sound strategy, methodology, and a technical approach for successful implementation of the project, e.g. a good understanding of the context of the project implementation. | 50 |
| A clear/realistic work plan relevant to the work assignment, proportional to targeted number of beneficiaries, and carefully considers timelines required to obtain permission, prepare, and implement activities in harmony with the six months curriculum course and practical skills. | 30 |
| A clear budget, broken down by main cost elements, for direct cost only (no indirect cost/ overheads should be included) 20 points.  Costs are in line with national standards and market prices. Personnel cost does not exceed 25% of the total budget Average cost per beneficiary is provided for information. | 50 |
| Organization provided a clear monitoring methodology for the quantitative and qualitative monitoring and reporting of skills-based literacy courses implementation. | 30 |
| Organization has a sound risk mitigation plan for the implementation of SBL courses (Organization highlighted specific barriers and mitigation strategies to ensure the required percentage of participation of women and girls as well as those with disabilities in all interventions (including tailored to the specific context and conflict sensitivity at the district level to evaluate the feasibility and mitigate harm). | 60 |
| Organization provided a plan for engagement of all project stakeholders and a sound communication plan. | 30 |
| **3. Key personnel against the required qualification below in Section J. (Ref: Proposal, CVs of personnel)** | 200 |
| A clear project management structure with ToRs for each position is presented; e.g., qualified key project personnel (incl. CVs) who should contribute directly to the implementation of the project | 40 |
| Project Officer **(full-time)** | 40 |
| Finance and Procurement Officer/Assistant **(full-time)** | 40 |
| Coordination Officer **(full-time)** | 40 |
| M&E Officer with the function of the focal point of data/information collection and entry **(full- time)** | 40 |
| **Total Technical** | **700** |
| **Minimum score for technical points: 70%** | **490** |

**Minimum Qualification of Project Personnel:**

* + The IP is expected not only to provide highly qualified experts for each of the above Service Areas but also to guarantee at any point in time during the project implementation to find alternative experts wherever applicable, at no additional cost to UNESCO in case of unexpected attrition of a proposed expert or in case of his/her rejection by UNESCO or the counterpart of due to unsatisfactory performance during contract implementation (ref standard clause of IPA);
  + The IP is expected to indicate if the resources below are permanent staff of your entity or will be recruited to cater to this project specifically;
  + The IP has the freedom to propose a reasonable number of working days based on their previous experiences; and
  + The IP may propose additional needed human resources to undertake the project implementation as necessary.

**Desired Profile of Key Staff:**

1. **Project Officer (full-time)**
   * University Degree in Education, Education Management, Law, or a related field;
   * Minimum of five (5) years of proven work experience as a project manager for projects of similar intervention/scopes in education in Afghanistan;
   * Demonstrated experience in working with government at national and sub-national levels, UN organizations, or any international development or aid agencies;
   * Proficiency in English and Dari and/or Pashtu (written and spoken);
   * Knowledge of up-to-date trends and best practices in emergency support services; and
   * Good IT skills.
2. **Finance and Procurement Officer/Assistant (full-time)**
   * At least bachelor’s degree in accounting or finance;
   * Minimum of three (3) years of 'hands-on' professional experience in finance; procurement experience working with a UN organization is an asset;
   * Demonstrated good IT skills; and
   * Proficiency in English and Dari and/or Pashtu (written and spoken).
3. **Field Coordination Officer (full-time)**
   * At least bachelor’s degree in business, social science, civil engineering, or a related field of study;
   * A minimum of three (3) years of experience in project management or similar fields;
   * At least two (2) years of experience in supporting education projects; and
   * Proficiency in English and Dari and/or Pashtu (written and spoken).
4. **M&E Officer with the function of the focal point of project data collection and entry (full-time)**
   * University Degree preferably in Business Administration, project management, or related field;
   * At least five (5) years of work experience in the design and implementation of M&E in development projects or relevant projects;
   * Proven experience of M&E in projects implemented by international NGOs and UN bodies;
   * Proven experience in designing tools for data collection, data entry, analysis and production of reports;
   * Demonstrated good IT skills; and
   * Proficiency in English and Dari and/or Pashtu (written and spoken).
5. **Other Personnel**

Please specify as necessary, including the purpose and role of the personnel in the project with qualification and time allocation during the project implementation.

In addition, the contractor should ensure the following qualities in the proposed experts:

* + Excellent planning and reporting skills;
  + Good facilitation skills with excellent communication capabilities;
  + Ability to work with communities; and
  + Commitment to UN values of non-discrimination on the basis of race, gender, economic status or religion.

1. **Details of Procurement Items in Budget annex:**

The percentage of the procurement of goods, works, or services (i.e., sub-contracting) undertaken by the partner should not exceed thirty-three percent 33% of the total budget of the Implementation Partners' Agreement.