

TERMS OF REFERENCE

National Consultancy- RISE County Coordinator – (Kilifi / Turkana / Bungoma)

CONTRACT MODALITY:	Individual Consultancy (National)
DUTY STATION:	Innovation and Education, ESAR Kenya
DURATION OF CONTRACT:	12 months, office-based : Kilifi / Turkana / Bungoma + travel

Purpose of Activity/Assignment

The RISE (Resilience in Secondary Education) programme is a multi-sectoral initiative implemented by UNICEF Kenya in partnership with the Mastercard Foundation, FAWE Kenya, Kenya Red Cross Society (KRCS), Government of Kenya institutions, and other strategic partners. The programme aims to expand access to inclusive, flexible, accredited, and technology-enabled secondary education and skills pathways for out-of-school adolescents and youth (OOSAY), particularly young women and mothers, refugees, adolescents and youth with disabilities, and learners from marginalized and ASAL communities.

RISE seeks to strengthen Multiple Flexible Pathways (MFP) to secondary education through blended learning approaches, Alternative Learning Sites (ALS), youth facilitator models, digital learning systems, wrap-around support services, and strengthened policy and systems integration aligned with Kenya's ongoing Competency-Based Education (CBE) reforms. The programme, implemented over a five-year period, integrates education, digital inclusion, safeguarding, disability inclusion, psychosocial support, youth engagement, and livelihoods-oriented approaches to improve learner retention, completion, transition, and resilience.

To support the effective design, implementation, coordination, operationalization, technical oversight, monitoring, systems strengthening, and scale-up of RISE interventions, UNICEF Kenya seeks to engage qualified consultants to provide time-bound technical and operational support across various programme workstreams. Consultants will contribute specialized expertise to support the delivery of defined outputs and deliverables in alignment with programme objectives, government priorities, UNICEF policies and procedures, safeguarding standards, and donor requirements.

The consultancy assignments are expected to support high-quality programme implementation, strengthen coordination with government and implementing partners, contribute to evidence generation and adaptive learning, and ensure that RISE interventions are equitable, inclusive, scalable, accountable, and responsive to the needs of vulnerable adolescents and youth across the target counties.

Background

Kenya continues to face significant challenges in ensuring equitable access to secondary education and skills development for out-of-school adolescents and youth (OOSAY), particularly among young women and mothers, refugees, adolescents and youth with disabilities, over-age learners, and populations living in marginalized and arid and semi-arid (ASAL) areas. Nationally, large numbers of adolescents and youth remain excluded from secondary education due to poverty, early pregnancy and marriage, displacement, disability, harmful social norms, child labour, low transition rates, weak retention, and limited access to flexible and inclusive learning opportunities.

The RISE programme seeks to strengthen inclusive, flexible, accredited, and technology-enabled secondary education and skills pathways for vulnerable OOSAY through Multiple Flexible Pathways (MFP) approaches aligned with national education priorities and ongoing Competency-Based Education (CBE) reforms.

RISE adopts a twin-track approach to support learners within both the existing 8-4-4 system and the evolving CBE framework. The programme combines accelerated learning pathways with blended and digital learning models delivered through Alternative Learning Sites (ALS) and community-based learning approaches.. The programme is designed to barriers affecting learner participation, retention and completion.. In addition to learning delivery, RISE integrates wrap-around support services, including psychosocial support, safeguarding, disability inclusion, mentorship, digital inclusion, childcare support, referral pathways, and youth engagement mechanisms. The programme also promotes pathways to skills development, employability, and work for adolescents and youth.

At the heart of delivery are the Alternative Learning Sites (ALS) — safe, accessible physical and virtual learning spaces hosted in government adult-education centres, community and faith-based premises, TVETs, digital hubs and refugee-settlement facilities — where learners access digitalized, CBE-aligned content, are supported by instructors and youth facilitators, and reach the wrap-around services delivered around the site. The ALS are supported by a Learning Management System and digitalized content and are run in partnership with government, communities, civil society and technology actors, with a view to long-term government ownership and scale-up.

RISE uses a youth-led facilitation model in which trained youth facilitators are a frontline of learning delivery in the ALS, supporting learners to onboard, engage, progress and complete their secondary education and connecting them to mentorship and wrap-around services. Facilitators also drive digital outreach and enrolment and extend learning into catchment communities through virtual and mobile delivery for youth who cannot reach a physical site. The model builds on UNICEF Kenya's Youth for Change (Y4C) strategy, through which over 400,000 young people have been mobilised across sectors, and which RISE scales into digital and blended secondary-education delivery.

Alongside the Youth facilitators, instructors are the frontline of learning delivery in the ALS, guiding learners through the accelerated secondary curriculum toward certification; in the early program years, before the workforce and systems are fully established, they carry the core of teaching and learner support at the sites. RISE supports their identification, training and deployment, working towards their progressive integration into the government-managed education workforce for long-term sustainability.

RISE is implemented in close collaboration with key Government of Kenya institutions, including the Ministry of Education (MoE), the Directorate of Adult Learning and Education (DALE), Kenya Institute of Curriculum Development (KICD), Kenya National Examinations Council (KNEC), Kenya Institute of Special Education (KISE), county governments, and other relevant stakeholders.

The programme is grounded in principles of equity, inclusion, safeguarding, participation, accountability, innovation, and system strengthening, with a strong focus on ensuring that the most vulnerable adolescents and youth can access safe, relevant, flexible, and high-quality education and skills opportunities.

This role provides county-level implementation, delivery and support for RISE across the assigned county, covering RISE activities at Alternative Learning Sites (ALS), the instructor and youth-facilitator (Y4C) workforce, and the site-level interface with partner-delivered services. The consultant is contracted jointly under the UNICEF Kenya Education and Innovation Sections and reports to the RISE Programme Manager (or designated staff supervisor). In Bungoma, the consultant reports operationally to the Chief of Field Office, Kisumu, and in Turkana to the Chief of Field Office, Lodwar, while reporting technically to the RISE Programme Manager; in Kilifi, the consultant reports to the RISE Programme Manager. The consultant does

not hold delegated authority for programme decisions, approvals, grant management or partner management, which rest with the Programme Manager. In Turkana, the role additionally covers the Kakuma and Kalobeyei refugee settlements. The engagement is for Year 1, with possible renewal subject to performance, funding availability and UNICEF rules. Applicants must indicate in their application the county or counties (Kilifi, Turkana and/or Bungoma) for which they are applying.

Working under the overall guidance of the national Y4C Coordinator, the Field Coordinator will ensure that facilitators effectively support learner onboarding, engagement, retention, and completion across Alternative Learning Sites (ALS) and community-based learning environments. The role will also be responsible for strengthening county-level systems for monitoring, reporting, quality assurance, safeguarding, and continuous improvement, while ensuring strong coordination with county governments, implementing partners, and community structures in alignment with RISE programme objectives.

Scope of Work

1. Alternative Learning Sites (ALS): rollout & coordination of RISE activities (county)

Support the mapping, identification and selection of ALS in the county, site needs assessments, and the equipping and set-up of sites; then support the rollout and activation of RISE at the ALS in the county. Recognising that ALS include government-led, community-based, faith-based and other sites that are already operational, the consultant, in collaboration with instructors, facilitators and ALS management structures, coordinates RISE activities and facilitates delivery of RISE objectives within the existing operational structures of each ALS, rather than managing day-to-day site operations. This includes: site-host liaison; rollout and adherence-monitoring of ALS Standard Operating Procedures; co-design with each ALS of the arrangements for RISE delivery, to ensure alignment with existing structures and programmes and minimise friction; monitoring of the functioning of RISE-supported digital infrastructure; site-level safeguarding audits and referral mechanisms; and the ALS as the point where learning delivery and partner-delivered wrap-around services converge.

2. Instructor and youth-facilitator workforce (Y4C) (county)

Support, at county level and applying the national frameworks, the identification, recruitment, onboarding, training, certification, deployment and day-to-day supervision of RISE youth facilitators under the Y4C model, and support the identification, recruitment, onboarding, training, certification and deployment of RISE instructors (recognising instructors are government-deployed and, in the early programme years, carry the core of learning delivery in the ALS). Day-to-day supervision and performance management of instructors remain within established DALE structures; the consultant works collaboratively with instructors, supporting planning, quality assurance, attendance monitoring and reporting, and supports UNICEF's contract management related to RISE instructors, where applicable. As part of the Y4C model, support facilitator-enabled virtual and mobile learning for youth who cannot reach a physical ALS.

3. Site-level interface with partner-delivered services (county)

Support and monitor, at county sites, the interface through which learners are connected to FAWEK-delivered wrap-around services (MHPSS, SRHR, disability inclusion, childcare, practical/exam support) and to KRCS-led mobilisation, enrolment and youth-engagement, including screening, referral and safe-space/peer-support activities. This is implementation-level support and monitoring; coordination of partners rests above the county role.

4. MEL and reporting support (supporting contribution)

Compile and submit county field-delivery updates to the National Coordinator; provide county-level inputs and data to the programme's MEL processes in support of Planning and Evaluation; participate in county

coordination and review meetings; and support site-level adherence to safeguarding and data-protection requirements.

1. Cross-cutting principles

The consultant will be expected to apply the following cross-cutting principles throughout the assignment, including in all deliverables, stakeholder engagement, technical support, and programme implementation processes:

- Equity, inclusion, and gender responsiveness with particular attention to out-of-school adolescents and youth (OOSAY), young women and mothers, refugees, adolescents and youth with disabilities, and learners from ASAL and marginalized communities.
 - Disability inclusion and accessibility, including application of universal design and accessible learning and digital approaches where applicable.
 - Child safeguarding, protection, confidentiality, and responsible data management in line with UNICEF policies and applicable data protection requirements.
 - Meaningful youth participation and engagement, recognizing adolescents and youth as active contributors and peer leaders within programme processes.
 - Government ownership, systems strengthening, sustainability, and alignment with national and county education priorities and frameworks.
 - Context sensitivity, accountability, professional integrity, collaboration, quality assurance, and evidence-based adaptive learning across all areas of work
2. **Safeguarding and data protection:** The consultant will be required to comply with UNICEF Child Safeguarding Standards, UNICEF policies on Prevention of Sexual Exploitation and Abuse (PSEA), and all applicable data protection and confidentiality requirements throughout the assignment. Where the assignment involves interaction with adolescents and youth, access to Alternative Learning Sites (ALS), or handling of learner or programme data, the consultant shall ensure that all engagement, communication, data collection, storage, sharing, and reporting processes are safe, ethical, confidential, and aligned with UNICEF procedures and the Kenya Data Protection Act. The consultant shall immediately report any safeguarding concerns, suspected misconduct, exploitation, abuse, data breaches, or protection risks identified during the assignment through established UNICEF reporting mechanisms.

Work Assignments Overview	Deliverables/Outputs	Delivery deadline to complete the deliverable
1. Inception & county delivery plan	Inception report including: 1. County implementation and delivery plan aligned to the national roadmap 2. County-level workplan, targets and deployment plan 3. County coordination arrangements with county government and partners 4. Data collection and reporting tools operationalised at county level 5. County-level risk and safeguarding mapping	15 January 2027
2. Alternative Learning Sites (ALS): rollout & coordination of RISE activities (county)	ALS report including: 1. Support to ALS mapping, selection, needs assessment and equipping in the county 2. Rollout and adherence-monitoring of ALS Standard Operating Procedures (SOPs) 3. Coordination of RISE activities within the existing operational structures of each ALS, with arrangements co-designed per ALS type, and site-host liaison 4. Monitoring of RISE-supported digital infrastructure functioning across county sites 5. Site-level safeguarding audits, reporting and referral mechanisms 6. ALS functioning as the point where learning and partner wrap-around services converge	15 October 2027
3. Instructor & youth-facilitator workforce (county)	Workforce report including: 1. Support to instructor and facilitator identification, recruitment and onboarding in the county 2. County-level facilitator/instructor records maintained (disaggregated) 3. Support to delivery of training and certification in the county 4. Support to deployment across ALS; day-to-day supervision and coaching of youth facilitators; and collaborative support to instructors (planning, quality assurance, reporting), with instructor supervision and performance management remaining within DALE structures 5. Performance and attendance monitoring, including in support of UNICEF's contract management for instructors where applicable, with issues escalated to the National Coordinator	29 October 2027
4. Y4C facilitators: county delivery	Progress report including: 1. Application of the national Y4C recruitment and onboarding framework at county level 2. Documentation of transparent, inclusive recruitment in the county 3. County facilitator database maintained and updated 4. Evidence of stakeholder engagement in county recruitment	31 March 2027
5. Y4C facilitators: county training & support	Progress report including: 1. Support to facilitator training on digital/blended learning, safeguarding and learner engagement 2. Facilitator participation in certification and competency assessment 3. County training report covering attendance, performance and lessons learned	31 May 2027
6. Y4C facilitators: county deployment & performance	Progress report including: 1. Documentation of facilitator deployment across ALS and communities in the county 2. Facilitator-enabled virtual and mobile learning for hard-to-reach youth in the county	29 October 2027

	3. County supervision and performance-monitoring in place 4. County reporting on facilitator performance and learner outcomes (onboarding, retention, completion) 5. Documentation of challenges, mitigation and lessons learned	
7. Partner interface, MEL support & Year 1 close (county)	County close-out report including: 1. Support to the county site-level interface connecting learners to FAWEK and KRCS services 2. Support to facilitator screening and referral and to safe-space/peer-support activities 3. County field-delivery updates and MEL inputs to the National Coordinator 4. County Year 1 final delivery report with a forward plan for Year 2	29 October 2027

Payment Schedule:

Payment will be made on submission and acceptance of 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.

Important Notes

- 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.
- The selected candidate is solely responsible for ensuring that the health insurance (and visa if applicable) 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.

QUALIFICATIONS / SPECIALIZED KNOWLEDGE / EXPERIENCE/ COMPETENCIES (CORE/TECHNICAL/FUNCTIONAL) / LANGUAGE SKILLS REQUIRED FOR THE ASSIGNMENT

Education:

- Education, Social Sciences, , Youth/ Community Development, Project/ Programme Management or a related field

Work Experience:

Minimum 4 years of relevant professional experience in education programmes, youth engagement or community-based development initiatives

Language requirements

- Fluency in English and Kiswahili

Knowledge/Expertise/Skills:

- Demonstrated experience in field-level programme implementation and coordination
- Demonstrated experience working with county governments, NGOs, and community-based organisations

- Demonstrated experience working with adolescents and youth or marginalized populations in multi-stakeholder programmes in Kenya
- Good understanding of gender-responsive and inclusive community engagement and dynamic youth mobilization approached
- Strong monitoring, data collection and reporting skills
- Strong interpersonal and communications skills
- Strong problem-solving and adaptability in field contexts
- Ability to work independently in remote or resource-constrained environments
- Understanding of safeguarding, PSEA and ethical community engagement

Desirables:

- Experience in training delivery, facilitation or capacity building
- Familiarity with digital/ blended learning approaches
- Good understanding of Kenya's education system
- Prior experience working with Government institutions, UN agencies or relevant development partners