

TERMS OF REFERENCE

TITLE – State Consultant – Comprehensive Skills

CONTRACT MODALITY	Individual Consultancy
DUTY STATION	Bhopal, Madhya Pradesh, India (Remotely)
DURATION OF CONTRACT	20 Months

Purpose of Assignment

The purpose of this assignment is to provide technical support to the Education Department of Madhya Pradesh to roll out the comprehensive skills package with adolescents in the state. This includes working closely with the government, and other stakeholders in the eco-system, and ensure effective data collection and reporting as per requirements. The consultant is expected to be based in Bhopal and regularly engage with UNICEF and the government.

Background and Rationale

Madhya Pradesh's adolescent education landscape analysis reveals challenges and opportunities to improve the learning outcomes of children in the state, and this evidence underscores the urgency of embedding 21st-century skills into Madhya Pradesh's education system. Critical thinking, digital literacy, financial capability, creativity, and resilience are not optional—they are essential competencies for adolescents to thrive in higher education, the labor market, and civic life. For girls and marginalized groups, these skills are particularly vital to overcome structural barriers and participate meaningfully in India's modernizing economy.

By integrating these competencies into curricula, pedagogy, and assessment, Madhya Pradesh can transform its demographic dividend into inclusive growth. Equipping adolescents with future ready skills will strengthen human capital, foster innovation, and ensure that every young learner contributes to building a resilient and equitable society.

Madhya Pradesh's vision for Viksit Madhya Pradesh 2047 seeks to transform its economy from USD 197 billion in 2025 to USD 4.3 trillion by 2047, powered by youth and women through skills, entrepreneurship, and leadership. Central to this ambition is a globally competitive, inclusive, and technology-driven education system where AI-enabled classrooms, immersive digital content, and adaptive assessments redefine learning outcomes.

Aligned with the National Education Policy 2020, education must nurture values, character, and essential 21st Century skills—critical thinking, creativity, adaptability, and collaboration. For adolescents in Grades 9–12, this stage is decisive as they prepare for higher education, employment, and citizenship. Yet, while subject knowledge is taught effectively, students often struggle to apply concepts in real-world contexts, making the bridge between classroom learning and practical application essential. UNICEF Madhya Pradesh proposes an integrated intervention with three outputs: a co-created skills framework to support school-to-work transitions; strengthened teacher quality through targeted capacity building; and improved student proficiency in foundational, transferable life skills, digital literacy, and financial awareness. Embedding ICT and AI into daily teaching ensures blended learning, personalized support, and data-driven assessments. Integrated within government systems, this approach reinforces policy alignment rather than creating parallel structures.

The comprehensive skills package will have a blended learning approach combining the immediate support of interactive classroom with flexibility of digital learning for continuous reinforcement:

- Interactive sessions: Teacher-led, simple activity-based methods supported by structured lesson plans
- Self-paced digital learning: Curated course on Diksha/YouTube allowing students to learn concepts at their own pace and revise topics as needed.
- Service based learning: Self-learning (project based) helping students strengthen skills in real life

Through this vision, schools will evolve into hubs of innovation, teachers will become facilitators of holistic growth, and students will emerge as adaptable, creative, and productive citizens—laying the foundation for Madhya Pradesh's long term economic and social aspirations

Scope of Work

The consultant, while working closely with government institutions, will provide technical support for the integration of the comprehensive skills package into the secondary education system.

More specifically, they will provide support in the following areas:

1. Contextualization of comprehensive skills package (including service-based learning component)
2. Development of a capacity building plan for education functionaries including teachers, and facilitate its implementation
3. Logistics support for printing and distribution of learning materials
4. Formation and strengthening of state and district PMUs to guide programme implementation including coordination support for research

Work Assignment Overview	Deliverables/ Outputs	Delivery deadline
Task 1: Contextualization of comprehensive skills package (including service-based learning component)	1.1 Concept note on rationale and scope of a comprehensive skills package in the light of NEP 2020 and SCF SE 2022/23	31-Jan-27
	1.2 Operational plan for contextualization of the package in alignment with the 21 st Century skills	28-Feb-27
	1.3 Workshop reports on contextualization of the package with Education Department	
	1.4 Finalised assessment framework	
Task 2: Development of a capacity building plan for education functionaries including teachers, and facilitate its implementation; Logistics support for printing and distribution of learning materials	2.1 Capacity building plan for roll-out of the comprehensive package to reach over 8000 teachers through differentiated digital delivery models (one-to-many, one-to-one, home/project-based) based on the context; Plan for printing and distribution of teacher and student facing materials	31-Mar-27
	2.2 Plan for logistics support to Education Dept for printing and distribution of student facing materials	30-Apr-27
	2.3 Delivery completion report for teacher and student facing materials to all selected schools	31-Jul-27
	2.4 Progress report on the ongoing capacity building of teachers (mentoring/ COP) – 1 of 2 reports	30-Jun-27
	2.5 Progress report on the ongoing capacity building of teachers (mentoring/ COP) – 2 of 2 reports	30-Sep-27
Task 3: Formation and strengthening of state and district coordination units (DCU) to guide programme implementation	3.1 Guidelines for establishments of DCUs issued to districts with clear Terms of Reference, KPIs, and accountability frameworks, ensuring structured oversight of project implementation; district teams orientated	30-Apr-27
	3.2 Report on capacity building completed across District DCUs, resulting in strengthened team competencies and improved implementation capacity	30-Jul-27
	3.3 Template for district workplan and deliverables to be supported on a monthly basis, ensuring timely progress tracking and achievement of agreed outputs by DCU	30-Apr-27
	3.4 Analytical report on district performance (progress, challenges) leading to evidence-based performance monitoring against agreed KPIs - 4 reports	30-Sep-27
		31-Dec-27
		28-Feb-28
	3.5 District Quarterly progress reports based on visits to districts, stakeholder consultations ensuring accountability and continuous improvement - 4 reports	30-Apr-28
		30-Jun-28

Task 4: Technical support to Knowledge Management, Monitoring and evaluation	4.1 A detailed M&E plan and tool is developed with role of the various stakeholders and all outputs	31-Jul-27
	4.2. Quarterly State reports & PPTs prepared highlighting progress, bottlenecks and risks	31-Mar-27
		30-Jun-27
		30-Sep-27
		31-Dec-27
		28-Feb-28
		30-Apr-28
	4.3 10 case studies on good practices documented - 2 reports with 5 case studies each	31-Oct-27
		31-Mar-28
	4.5 Updates (data and case studies) for donor reports, as required	31-Jul-28

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**

- Minimum requirements:

Education:

Post-graduate degree in Education/ Social Sciences/ Humanities/ Policy

Work Experience:

- At least 5 years' experience of work in education sector with at least some of those for 21st century skills development
- Previous experience of working with education data - data analysis & report writing
- Experience of working with Education Government system.
- Expertise in using MS-Office application software (MS Word, Excel, Power Point) essential, especially Excel.
- Previous experience of working with the government administration

Location required:

To be based in Bhopal for the assignment. Candidates who are not residents of Bhopal but are willing to relocate to Bhopal for this consultancy will need to do so on their own expense.

Language Requirements:

Good verbal and written communication skills in Hindi and English required

Knowledge/Expertise/Skills:

- Ability to analyze data, identify bottlenecks to improve systems and provide recommendations
- Ability to liaison and advocate with state & district level government officers
- Ability to create a database to address contextual needs
- Ability to organize, manage and participate within teams

Desirables:

- Previous experience of implementation of large-scale programmes with government desirable
 - Ability to navigate, evaluate, and create digital content
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