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TERMS OF REFERENCE

RISE Digital Infrastructure Consultant

CONTRACT MODALITY	Individual Consultancy
DUTY STATION	Nairobi, office-based + travel
DURATION OF CONTRACT	12 months

Purpose of 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 alternative and accelerated learning pathways with blended and digital learning models delivered through Alternative Learning Sites (ALS), community-based learning approaches, and formal and non-formal education systems. The programme is designed to address both academic and non-academic barriers affecting learner participation, retention, completion, transition, and resilience. 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 livelihoods for adolescents and youth.

A core component of RISE is the establishment and strengthening of inclusive and accessible Alternative Learning Sites (ALS) and digital learning ecosystems supported through Learning Management Systems (LMS), blended learning tools, digitized content, youth facilitators, and partnerships with government, civil society, and technology actors. The programme further supports policy development, curriculum adaptation, systems strengthening, data and evidence generation, and institutional coordination to promote long-term sustainability, government ownership, and scale-up of flexible secondary education pathways in Kenya.

RISE is implemented in close collaboration with key Government of Kenya institutions, including the Ministry of Education (MoE), the Directorate of Adult and Continuing 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 will provide support to Digital Infrastructure for RISE programme, cutting across the alternative learning sites, which include Adult Learning Centres, Government Digital Hubs (Jitume and Ajira, youth empowerment centres, correctional facilities as well as mobile learning sites. The consultant will translate programme needs into a practical digital learning infrastructure design and implementation roadmap that supports equitable access, learner participation, monitoring and evaluation, safeguarding, and long-term sustainability and system alignment.

Scope of Work

Under the overall supervision of the Innovation Manager and technical guidance of the Technology for Development (T4D) Officer and close collaboration with the UNICEF Kenya Education section and RISE Programme Manager, the consultant will undertake tasks to support the implementation, operationalization, and ongoing functionality of digital learning infrastructure in Alternative Learning Sites (ALS).

Key deliverables include:

1. Inception, site readiness analysis and work planning: Review and analyse ALS site readiness data (infrastructure, connectivity, power, accessibility, safeguarding and security), and develop an inception report with the methodology, workplan, deployment and operationalisation plan, risk mitigation plan, and monitoring and reporting framework to guide implementation.
2. Digital infrastructure manuals, SOPs and operational tools: Develop an operations and governance report with practical manuals, standard operating procedures and templates for asset management, maintenance, fault reporting and ticketing, technical support and escalation, with accessibility, cybersecurity, safeguarding and data protection built in.
3. Deployment, installation and operationalisation in ALS: Coordinate and document the installation, configuration, testing and commissioning of devices, connectivity and solar power systems across targeted ALS; maintain an

updated asset register; apply quality-assurance checks; coordinate with vendors, service providers and partners; and provide initial post-deployment support and a gap-closure plan.

4. Capacity building, technical support and knowledge transfer: Assess capacity needs and develop training packages and job aids; train and coach facilitators, ALS coordinators and programme personnel on device management, connectivity, power, security, safeguarding and basic troubleshooting; and hand over manuals, tools and records to designated counterparts.
5. Evidence generation and knowledge management: Establish a monitoring framework and produce periodic asset, performance and incident reports; document lessons learned, promising practices and sustainability recommendations; and consolidate results, unresolved issues and priority actions into knowledge products for programme reviews, government engagement and scale-up.

Work Assignments Overview	**Deliverables/Outputs**	**Delivery deadline to complete the deliverable**
1. Inception, site readiness analysis and work planning	**Deliverable 1** Inception report including: • Detailed methodology, workplan, stakeholder engagement approach, implementation schedule, coordination mechanisms, and reporting framework • Detailed analysis of ALS site readiness assessment data collected by UNICEF and partners, including infrastructure, connectivity, power, accessibility, safeguarding, security, and operational readiness indicators • Comprehensive digital infrastructure deployment and operationalisation plan covering rollout sequencing, implementation timelines, resource requirements, stakeholder roles, vendor engagement requirements, and operational dependencies. • Develop ICT Infrastructure risk assessment and mitigation plan	12/02/2027

	addressing infrastructure, connectivity, operational, safeguarding, accessibility, cybersecurity, data protection, and sustainability risks.	
2. Development of digital infrastructure manuals, SOPs and operational tools	**Deliverable 2** ALS digital infrastructure operations and governance report, including: • User-friendly and context-relevant digital infrastructure covering devices, connectivity, networks, power and charging, equipment storage, security, access control, user responsibilities and acceptable use. • Standard Operating Procedures (SOPs) and implementation guidelines and associated templates for asset allocation and tracking, preventive maintenance, warranties, repairs, replacement and end of life disposal. • Fault reporting and ticketing system, with tools and procedures for incident logging, classification, prioritisation, tracking, troubleshooting, escalation, resolution, closure and reporting. • Defined technical support, maintenance and escalation arrangements, including resolution timelines, roles and responsibilities for ALS personnel, vendors, service providers, implementing partners and programme teams. • Guidance integrating accessibility, responsible technology use, cybersecurity, child/learner safeguarding, confidentiality and data protection into the management of digital infrastructure.	26.11.2027

3. Deployment, installation and operationalization of digital infrastructure in ALS	**Deliverable 3** ALS digital infrastructure deployment and operationalization report, including: • Documentation of coordinated infrastructure installation, configuration, testing, commissioning and activation across the targeted ALS. • Site-level records confirming the deployment, configuration and operational status of devices, connectivity equipment, solar power systems and other digital infrastructure. • An updated centralised asset and inventory register showing equipment location, specifications, serial numbers, warranties, custodianship and operational status. • Quality-assurance and commissioning reports confirming that installations meet agreed technical, operational, accessibility, security, safeguarding and data-protection requirements. • Documentation of coordination with vendors, internet service providers, government counterparts, ALS management and implementing partners during installation and activation. • A deployment completion and gap-closure plan identifying outstanding equipment, connectivity, power, accessibility, commissioning or technical support requirements.	29.10.2027

	• Initial post-deployment support and corrective action undertaken to stabilise infrastructure and minimise disruption to digital learning.	
4. Capacity building, technical support and knowledge transfer	**Deliverable 4** Digital infrastructure capacity-building report including, • Capacity needs assessment for facilitators, ALS coordinators, instructors and other relevant site and programme personnel on digital infrastructure. • Comprehensive training package comprising facilitator manuals, user guides, presentations, job aids and reference materials. • Training content covering device and asset management, connectivity, solar power and charging, equipment security, acceptable use, cyber safety, data protection, safeguarding, basic troubleshooting, fault reporting and escalation. • Delivery of structured training, orientation, coaching and refresher support for relevant ALS and programme personnel. • Training completion records, pre- and post-training assessments, participant feedback and analysis of	03.12.2027

	demonstrated competencies. • Mentorship, coaching and continuous-learning approach to strengthen site-level technical capacity and reduce dependence on external support. • Capacity-building report documenting activities completed, participant reach, competencies strengthened, identified capacity gaps and recommended follow-up actions. • Handover of manuals, tools, system credentials, asset records, maintenance information and other operational resources to designated counterparts.	
5. Evidence generation and knowledge management	**Deliverable 5** Evidence generation and knowledge management report, including: • Functional monitoring framework with indicators, tools, reporting templates and data sources for tracking deployment, infrastructure functionality, device utilisation, connectivity, power availability, incidents and maintenance. • Regular asset and infrastructure status updates covering deployed equipment, operational condition, utilisation, warranties, custodianship, maintenance and replacement needs. • Periodic performance reports covering site activation, connectivity availability and service quality, bandwidth utilisation, solar-system performance, device functionality, technical-support requests and the continuity of digital learning.	31.12.2027

	• Incident and corrective-action reports summarising faults logged, prioritisation, response and resolution status, recurring issues, escalation actions and outstanding risks. • Evidence from monitoring visits, user feedback and technical-support records identifying operational bottlenecks, adoption barriers and priority improvement actions. • Documentation of implementation experience, case examples, lessons learned, promising practices and recommendations for strengthening or scaling ALS digital infrastructure. • Knowledge products and presentations for programme reviews, government engagement, partner learning and adaptive programme management. • Consolidation of implementation results, infrastructure status, unresolved issues, lessons learned, sustainability recommendations, asset and system handover documentation, and priority actions for the subsequent implementation period.	

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.
- Contracts are conditional upon the selected candidate's willingness to comply with any current or future vaccination requirements that may be established by UNICEF, where applicable. Failure to comply with applicable vaccination requirements, where required and without an approved medical exemption by UNICEF, may result in the withdrawal of the consultancy offer or termination of the contract in accordance with the General Terms and Conditions of Contract.
- 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: Bachelor's degree in Engineering, ICT, Computer Science, Information Systems, Educational Technology, or related field
- Work Experience:
- Minimum of 5 years' relevant experience in ICT infrastructure planning, deployment, or management, including devices, connectivity and/or solar power systems, in education, development or public-sector settings
- At least 2 years of hands-on field deployment, including multi-site rollouts in low-resource, rural or ASAL contexts.
- Demonstrated experience managing vendors, ISPs or contractors, including quality assurance and commissioning.
- Skills :
- Strong understanding of digital infrastructure, digital learning systems in education or development contexts.
- Strong understanding of IT service management, including asset registers, preventive maintenance, fault ticketing and escalation, and tools such as helpdesk or ticketing system.

- Ability to design and deliver training and coaching for diverse adult, non-technical audiences
- Demonstrated skills in project management, stakeholder coordination, rollout planning, implementation monitoring, and reporting.
- Familiarity with cybersecurity basics and data protection, plus safeguarding, accessibility and inclusion in programme implementation
- Experience in developing practical SOPs, operational guidelines, manuals and training materials.
- Willingness and ability to travel to remote and underserved regions in Kenya across Nairobi, Bungoma, Kilifi and Turkana counties.
- Language Requirements: Fluency in English and Swahili
- Desirables:
- Experience working with government institutions, implementing partners, or multi-stakeholder education and digital inclusion programmes.
- Familiarity with working with youth empowerment and blended learning approaches in underserved or marginalized contexts.