

Call for a Short-Term Consultancy Service

Position Title	Position Grade	Position Number
Short term Consultant	Consultancy Firm	N/A
Development of National Career Guidance and Counselling Guideline in TVET institutions in Ethiopia		
BEAR II project	Sector/Bureau/Office Unit/Division	Immediate Supervisor
526RAF1003	EDU/ADI	Albert Mendy Education Sector

A. Background

Background

Overview of the functions of the consultancy

The Better Education for Africa's Rise (BEAR) II project is a joint initiative between UNESCO and the Republic of Korea to support the improvement of the Technical and Vocational education and Training (TVET) systems in five beneficiary countries in Eastern Africa (Ethiopia, Kenya, Madagascar, the United Republic of Tanzania and Uganda) over 2017–2021. The project has been conceptualized in response to each target country needs, based on national development plans and national education and training strategic plans. The project is also aligned with the 2030 Education Agenda and the UNESCO Strategy for TVET 2016-21, including the Mahe Process and Continental Education Strategy for Africa. BEAR II aims to give young people in Eastern Africa a better chance of accessing decent employment or of generating self-employment, through improvements in the TVET systems of the beneficiary countries while adopting a sector skills approach. A broad range of activities will be conducted under the framework of the project, corresponding to the following three result areas:

- (i) Increasing the relevance of TVET to the needs of the economy by developing training curriculums to respond to market demand of skills;
- (ii) Enhancing the quality of TVET delivered to trainees by building capacities of TVET trainers and institutions, and
- (iii) Improving the perception of TVET among young people, enterprises and society, therefore making it a more appealing education option.

The activities of the BEAR II project will concentrate in five Eastern African countries: Ethiopia, Kenya, Madagascar, the United Republic of Tanzania and Uganda. The broader context in the African region and current processes for strengthening TVET in Eastern Africa have informed the design of the project activities. Largely, the five Eastern African countries selected for the BEAR II project face some common issues and challenges in the TVET sector. In response to these challenges, the BEAR II project aims to support the beneficiary countries to reform and develop their TVET systems.

In Ethiopia BEAR II project is founded on the National TVET Strategy – August 2008. The project is based on three results: The capacities in assessing and anticipating the skills demands enhanced; the capacities for using the results of the assessment and anticipation to promote quality TVET pathways are enhanced; and finally the capacities to develop and implement approaches to increase the attractiveness of TVET are enhanced.

Concerning this last result related to strengthening the perception of TVET, it is therefore preview to develop National Career Guidance and Counselling Guideline for Technical and Vocational Education and Training that ensures coordination among relevant Ministries and stakeholders on work placement and entrepreneurship. Deliberations are on course to collaborate with the targeted national institution to undertake the following tasks. Thus, UNESCO would like *to hire the experienced consultancy firm with the team of experts and have better experiences in the TVET sector.*

The team of experts need to have the required qualifications to execute the assignment ;and their CV should be submitted together with the technical proposal.

B.Scope of the Assignment

Scope of the Assignment

The purpose of the consultancy is to develop National Career Guidance and counselling guideline Technical and Vocational Education and Training and ensuring coordination among relevant Ministries and stakeholders on work placement and entrepreneurship. This will help to support young people (and others) to have a better perception on TVET to develop skilled workers in this area including giving emphasis on gender mainstreaming in TVET.

It is also intended to support the efforts of career professionals to improve TVET career development and guidance for young people in secondary education, tertiary education, higher education, career guidance counsellors/advisers/ teachers and policy makers in achieving better coordination in career guidance in TVET institutions, by considering the demands and preferences of young people. This expertise will also cover the diagnosis of gender situation in TVET in terms of equity.

In line with the above detailed background, the consultation shall cover the Support of harmonization and organization of the career guidance and counselling services in the TVET sector, the development of career guidance materials for TVET institutions and support their use and the review TVET programs to attract male and female students, and to bridge the gaps in gender bias in courses as well as to other training programs.

1. Support the harmonization and organization of the career guidance and counselling services in the TVET sector.

1.1. Conduct a gap analysis of the Career Guidance and Counselling Services in the Ministry of Science and Higher Education (MOSHE)/ Federal TVET Agency

The intent of the gap analysis will be to establish the gaps between the current practice and the expected scenario within the sector with regard to the Career Guidance and Counselling. This will be achieved by conducting the following gap analysis assessment tools; document analysis, interviews, focus group schedule, questionnaires and self-assessment. The target population shall be the directorate that deals with policy formulation in the (MOSHE) and Federal TVET Agency. In addition, managers of educational institutions i.e. Basic education and Post-Secondary Institutions shall also be involved. A collaboration framework for stakeholders is also to be developed and maintained for the harmonization of career guidance and counselling in a participatory and inclusive approach.

1.2. Establish the capacity of the heads of the Career Guidance and Counselling Units in TVET institutions

This activity shall entail conducting a Training Needs Assessment (TNA) which will explore the current level of competences, skills and knowledge on heads of Career Guidance and Counselling Units in TVET Institutions. A TNA tool shall be developed and administered in sampled TVET institutions across the country. The data shall then be analysed in-order to establish the training needs of the heads of guidance and counselling in TVET institutions.

2. Development of career guidance materials for TVET institutions and support their use.

2.1. Identification of materials to be developed and agency to develop the materials

Based on the Gap Analysis report, consultancy's institution will identify training needs of the heads of Career Guidance and Counselling Units in TVET institutions. A training program and guidance that will address the training gaps will be developed. The multi-sectoral approach will help to enrich the training content by involving all stakeholders

The content will be expected to be interactive and should enable the participants to share their experiences and to give the opportunity to propose solutions to challenges encountered. Once the draft content is developed, it will be taken through a validation exercise to ensure the gaps analysis findings have been addressed.

2.2. Upgrade the skills of Career Guidance and Counselling staff in the TVET Institutions

In order to upgrade the skills of Career Guidance and Counselling staff in TVET Institutions, the consultancy's institution proposes to first, carry out a mapping of the institutions in order to establish their actual location. This information will help identifying the most appropriate training. It's preview is to conduct an online training program for 150 participants on career guidance, counselling and work placement and entrepreneurship.

3. Review TVET programs to attract male and female students to bridge the gaps in gender bias in courses as well as to other training programs

3.1. Establish the degree and various causes of gender disparities among various TVET courses.

To achieve this objective, an institutional audit and analysis of sex segregated data from reports on TVET training courses shall be conducted and possible causes of gender disparity established. Both quantitative and qualitative data will be gathered.

3.2. Provide support in developing gender sensitive approaches in TVET institutions to promote equity and equality and its specificity on career guidance and counselling.

The report on gender disparities in TVET courses shall inform consulting institution in developing training content for a workshop. It shall then hold two days sensitization workshop targeting managers of TVET institutions on mechanisms of promoting gender sensitive approaches aimed at achieving equity and equality in admissions.

4. Develop the Career and Guidance Counselling guideline to be used for TVET Sector

C. Supervision of the consultancy

Based on the Terms of Reference, the professional team from consulting institution will work from own place of work, under the overall supervision of the Director of UNESCO's Regional Office of Nairobi in close coordination with Ministry of Science and Higher Education (MoSHE) (technical committee). This will involve the main actors and will entail participation of various stakeholders such as the Ethiopian Institute of Curriculum Development, FTVET, Ministry of Industry, Chamber of Commerce, Ministry of Labour and Social Affairs, ILO, GIZ etc.

D. Outputs/Deliverables

1- An Inception report.

- Detailing the methodology and strategies, sampling framework, detailed draft table of contents and stakeholders.
- An inventory of existing available Career Guidance and counselling tools in Kenya; with particular focus on TVET sector,
- Establish the capacity of the head of the career guidance and counselling staff in TVET institutions
- Report on the gap assessment of Career Guidance and counselling with key conclusions and recommendations on the existing assessment of Career Guidance and counselling and tools including (refers to the specific objectives). **15 days**

- 2- Report on the Validation meeting of the gap assessment report on Career Guidance and counselling. **2days**
- 3- Develop career guidance materials for TVET institutions and support their use. **8 days**
 - Identify and develop training materials
 - Develop the course outline,
 - Organize a workshop for content development and editing
 - Validation of content by stakeholders (TVET, UNESCO, MoSHE)
 - Printing of training manual
 - Digitize the training contents for online delivery
- 4- Upgrade the skills of career guidance and counselling staff in the TVET institutions.
 - Conduct a training program for trainers and managers. **11 days.**
- 5- Report on training of the new Career guidance framework in Kenya. **5 days**
- 6- Report on the validation workshop. **2 days**
- 7- Report on gender disparities and the development of gender sensitive approaches in TVET to promote equity and equality and career guidance and counselling. **5 days**
- 8- Report on the validation workshop. **2 days**
- 9- Develop the Career and Guidance Counselling guideline to be used for TVET Sector **5 days**
- 10- A global intervention report covering all the areas of deliverable. **5 days**

E. Required qualifications/Languages and Duration of the Assignment

Competencies

- The consultancy firm should be composed of a team of at least 3 members
- The consultancy firm should have at least 7 years of experience in consultancy services in the TVET Sector.
- The consultancy should possess at least 3 certificates of good completion for previous consultancies for the development of TVET guidelines, training materials, content development and policy frameworks.

Qualifications: (Team leader, International/national consultant)

Advanced university degree (Masters or higher level) in the area of TVET Social science, education , in Science/Technology

Knowledge, Skills and Experience:

- Sound knowledge and understanding of the TVET sector and ; the development of policy frame work and guideline

- Experience in preparation of policy framework , guidance and counseling , guideline,
- Experience in developing at least 3 high quality national policy Frameworks over the past 5 years.
- A minimum of five years experience in TVET sector
- Proven experience in conducting research and training and teaching material development

Conversant with the key issues around TVET and Policy Framework

- Sound knowledge of the gender legal and policy framework and other relevant national and sector strategies in the TVET sector of Ethiopia
- Proven experience working in the Ethiopian context, particularly in policy formulation , guidance and counseling, and planning processes.
- Proven experience in institutional development and organizational management

Minimum requirements for team members:

The team should be composed of a minimum of 3 technical members with at least the following qualifications and skills:

- A Bachelor’s degree in TVET , Technology and Engineering , Social Sciences, Psychology , Project Management
- experience in Results-based planning and management , M&E and TVET sector management
- Deep understanding of the national socio-economic and political context.
- Familiar with Ethiopia legal and policy development frameworks.
- Good communication and facilitation skills.
- Proven experience in research and data analysis.
- Proficient in oral and written English.

F. How to Apply

Interested applicants shall apply for the consultancy work within 10 working days from the day it is announced on UNESCO Addis Ababa web i.e. aa.recruitment@unesco.org

- A. An up-to-date Curriculum vitae of the engaging consultant/s and consultancy firm
- B. Financial Proposal as per the deliverables/outputs of the activities.
- C. UNESCO retain the right to negotiate with the top candidate before signing the contract

Closing Date: Midnight Ethiopian time, 15 December 2020.