1. **Background**

1.1 **About us: Restless Development India**

Restless Development is registered in India as Student Partnership Worldwide India Project Trust. We know that change starts with young people and that it is more powerful when young people take action as a collective. Our programmes deliver on four core goals: to ensure that young people can exercise a meaningful voice in the issues that concern them, scope and skills to pursue a decent living, information on and unrestricted access to their sexual rights, and to capacity and space to be leaders in addressing local, national and global challenges. We recognize these goals as the four fundamental cornerstones of youth-led development.

Restless Development India has engaged, impacted and empowered over 1.8 million young people in the last 5 years through programmes spread across six states in India. Our work with young women and girls has sought to normalize periods by breaking down taboos, enhancing access to information and increasing the availability of sanitary products; to tackle high levels of child marriage in certain regions, and to equip girls and young women with leadership skills and increased capacity to act independently and make informed decisions on livelihoods opportunities available to them.

Our campaign to counter child marriage, ‘Knot so Young’, received approximately 2 million signatories, including youth who pledged to act if they come across an incident of child marriage. We recognise that for genuine transformative change in the lives of young girls and boys to flourish in a location, the support and commitment of the wider community must be achieved; therefore, have focused efforts on collaborating with teachers and other stakeholders as champions and change makers on gender empowerment.

1.2 **About the Programme (Ganjam)**

The project invests in the capacity enhancement of underprivileged adolescents and young girls from disadvantaged communities in Ganjam District, Odisha India on STEM by taking them through our curriculums on developing scientific temperament and digital inclusion. The project also extends support in mitigating their access issues to devices and the internet by creating STEM clubs in schools. The project works in close collaboration with the Government Education Department.

We also plan to eliminate barriers to access and use of technology for your STEM program participants by
About the Program in Pakur, Jharkhand

i. **Training sessions at School** - Currently the Youth Facilitators are training adolescent girls from the 8th-10th standard in 16 schools from Ganjam District. The training covers 10 modules on Gender, Self, Computational Thinking and Career in STEM professions. Till now, we have trained 3000+ girls from the 14 schools and with the rest, the training is going on. Students are also engaged through sessions with different professionals of various career fields and through exposure visits to various technical institutions and industries that gives them choices to decide on their career.

ii. **Engagement with Government Stakeholders** - We have partnered with the District Education Officer (DEO) through the approval of District Magistrate and Chief Development Officer cum Executive Officer (CDO cum EO) of Ganjam District to intervene in 25 Government schools. Youth Facilitators interact with HMs and BEOs at regular intervals to update him on the progress of the program and seek required support for smooth implementation.

iii. **Community Awareness** - On regular intervals, Youth Facilitators interact with the community to create awareness about the essence of education and jobs for Girls and various associated topics like Child rights, Domestic violence, Gender equity and Stereotypes, SRHR, Menstrual Hygiene, etc. They have also taken the support of institutions/decision-making bodies or individuals to mobilise and motivate parents in sending their girls to schools and build careers in STEM, even stop girl child marriage.

Thus, the proposed program focuses on -

1. Identify and ensure that girls especially those at risk of dropping-out are enrolled back to schools.

2. Invest in girls so that they gain critical life skills to boost their self-esteem and confidence so that they make informed choices and are able to negotiate with their gatekeepers.

3. Invest in digital inclusion and improve girls’ access to devices and the internet so they can continue their learning and learn about STEM and aspire for further education and career in these fields of studies.

4. Invest in developing critical skills in selected youth leaders to lead on community awareness campaigns aimed at influencing the ecosystem of girls to be more supportive of their education and career choices.

The project is expected to support girls in continuing in education while reducing barriers including digital divide, gender-based resistance and also invest in girls’ education choices in STEM fields.

**About the Program in Pakur, Jharkhand**
Pakur district falls within the Santal Parganas areas of the state of Jharkhand and is recognized as one of the most backward districts in the country, listed as an aspirational district by Niti Aayog. Historically, Pakur was inhabited by Santhals and Mal Paharia people.

PAHAL- The Initiative project (name of the project implemented) aims to work towards Gender equitable and Child marriage free communities where girls participate more in decisions that affect them, including regarding their marriage. The ecosystem approach based programme intends to build agency of children and reduce gender based violence and increase access to education and retention through engaging with parents, teachers, male peers and community members.

The project is implemented in 5 Panchayats (30 communities) and 16 schools (both Middle school and High Schools) come under catchment areas, these panchayats reaching around 3000 children directly in Hiranpur block of Pakur district. A group of 10 Youth Facilitators (YFs) have been onboarded from local communities and are trained on key thematic areas including child rights and protection. They are leading on-ground activities with active support from 1 programme executive and project staff members. Following are key engagement spaces with children and other stakeholders.

i. **School Based engagement**: Children from class 7th – 9th are attending classroom based sessions on Self, Gender, Health and Nutrition and Child rights, Child protection etc. The curriculum contains 8 modules and 31 lessons shall be rolled out with same cohort children within the span of two years towards building self-efficacy among children towards influencing decisions that directly affects them. In addition to that various national and international special days are observed in schools towards fostering a gender equitable environment in schools.

ii. **Community and CCRCs based engagement**: Children and Community Resource Centre (CCRCs) is established in each panchayat towards providing a safe space children to access computers, library, and academic classes as well as participate in gender sensitization activities in form of competitions, film screenings etc. It provide child a fund and engaging space to them to discuss about key issues they witness and get counselling support from youth facilitators. They also observe important days at CCRCs and communities towards sensitizing their parents and community members about various child rights violations. Children clubs are also formed in each communities towards engaging with them on various issues. In order to improve child participation in the project a Child Advisory Panel has constituted representing around 4 children from each panchayats. We are intended to engage with them to ensure children voices heard and incorporated various phase of the programme.

iii. **Stakeholder’s engagement**: The interlinked strategy is to invest in the immediate ecosystem of children especially girls. Strategic engagement happen with parents, teachers, frontline workers, PRIs members and young people towards breaking barriers and fostering equitable norms to reduce incidents of child marriage and physical violence. Youth-led community mobilisation and campaigns are organized to shift negative attitudes and perceptions around gender and child marriage and importance of education.
iv. Engaging with Line departments and CSOs: Efforts are taken to engage with District Child Protection Unit and Child Welfare Committee and other key officials towards need of strengthening child protection mechanism in the districts. Collaboration with like-minded NGOs is also pursued to amplify child rights issues at the district level through guided campaigns and advocacy efforts.

The programme focuses on -

- Engage children's access and retention in schools through engaging with school system, enrollment drive and targeted community campaigns.
- Invest in building agency among children especially girls towards building self-esteem and identifying gender norms and its impact on their rights.
- Enagage with parents towards reduce gender based discrimination and foster equitable gender norms and increases access to rights of children.
- Enagage with key stakeholders including decision makers towards sensitizing them about child rights violations and take appropriate action to prevent violations including Early and Forced child marriage and physical violence children.

About the School Program in Munger, Bihar

Munger is a twin city and a Municipal Corporation situated in the Indian state of Bihar. It is the 11th largest city of Bihar by population. The twin city comprises Munger and Jamalpur situated on the southern bank of the river Ganges. It is situated 60 km west of Bhagalpur, and 180 km east of capital city Patna. An official Census 2011 detail of Munger shows, in 2011, Munger had a population of 1,367,765 of which male and female were 729,041 and 638,724 respectively. Its literacy rate of 70.46% is higher than the state literacy rate of 61.8%, but lower than national rate of 74.04%. The district has a population density of 958 inhabitants per square kilometre. The Sex Ratio of Munger district is 876 female per 1000 male. The majority practicing religion in the district is Hinduism 51.02% and Islam 48%. Women literacy in rural areas is a major concerns in the district as only 39.69% are literate in comparison of 68.64% in urban areas and 65.29% of rural male population. As per NFHS 5 only 44.4 % women completed 10 years or more years of schooling. Child marriage cases are are high in the district, around 34.7% of women age 20-24 years married before age of 18 years. Infrastructure in schools also major concerns in the district along with shortage of teachers in upgraded + 2 High Schools. Due to not having adequate transportation facilities girls find difficulties to continue their education post high school/ inter level.

The project seeks to improve the representation of girls in schools (middle & high school) of Bihar, providing them the space and platform to voice their opinions and choices on matters concerning them. We aim to build a girl-friendly, motivating environment in schools that helps students from marginalised communities to see and participate in larger education conversations.

The project is being implemented in 3 blocks of Munger district- Jamalpur, Munger Sadar and Bariyarpur covering 20 schools across the district, directly reaching 2000 students and indirectly influencing 5000+ people. The program is being managed by a team of 5 youth
facilitators, one programme executive and one programme staff. Following engagements are happening through this programme:-

i. **School based engagement**- Capacity building sessions, sensitisation and awareness programs are being conducted with students of 6th to 9th std on Right to education Act 2009, Gender equality, Child rights, Government schemes for students in Bihar. With the celebration of important days like National girl child day, Youth Day, Women's Day for sensitisation of students on the importance of girls education. Students, especially girls, are motivated to participate in larger conversation in inter school competitions. Meena Manch in each of 20 schools are trained to carry out their responsibilities at school- representing them in school management committee meetings, talking about the challenges they face in pursuing their studies and building interpersonal skills to achieve their dreams and aspirations.

ii. **Engagement with School Management Committees (SMCs)**- Regular monthly meetings with SMCs are being facilitated in all schools, where the HM sets agenda for the meeting-like mid year dropouts from school, quality of mid day meals. Block level meetings are conducted to understand the current status of functioning of SMCs and ways to improve their performance. SMC members are sensitised on their roles and responsibilities through videos, role plays, etc. Capacity building sessions are conducted and handholding support is provided to the members, especially women to enhance their participation and give them equal opportunities in the planning processes.

iii. **Engagement with Stakeholders**- Through this programme, we strive to build district level CSOs coalition, advocating for girls’ right to education, making recommendations/suggestions at district education department in planning and implementing SDPs and in the process a strong understanding and relationship built with the district level department.

Thus the programme focuses on-

- Improving awareness and building aspiration with an exposure to clear pathways beyond schools among girls so that they stay motivated to pursue secondary education and beyond.
- Improving the situation for girls in the education environment in Munger.
- Strengthening capacities among community driven systems of accountability towards a participatory and inclusive development plans for schools.

2. **The Trust is looking for a consultant/freelance videographer to help it create a short video to capture the programme- learning in Rajasthan, where the programme was implemented.**

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<thead>
<tr>
<th>Title</th>
<th>Consultant -Video Editor and Producer</th>
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<tr>
<td>Location</td>
<td>India</td>
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3. Scope of Work

The overall scope of this assignment is as follows:

- To capture the programme in a brief 3-5 minute video and photographs - explaining the background, strategy and approaches undertaken by the program to meet its objectives as listed in the above section.
- To capture the best practices, success stories, and a few cases testimonials through video bytes.
- To Capture the strategy of working and engaging with communities, schools, institutions and partners.
- To capture the day-to-day engagement of Youth Facilitators with students, stakeholders, and community members through pictures.

4. Deliverables

The specific deliverables would include:

- To submit the storyboard for approval - by 30th Jan ’24
- To capture the footage using high-quality tools and technologies
- To edit the video and photographs and share the first draft of the video and photographs - by 15th Feb 2024
- To submit the final video and at least 20 photographs after a review - by 15th March 2024

5. Support from Student Partnership Worldwide India Project Trust

To support the successful completion of the project, the Trust through its program team will provide the following:

- Induction about the programme
- Induction on safeguarding and consent form
- On-field support for capturing videos and photos
- Release the total documentation fee in three instalments on completion of milestones
6. How To Respond To This TOR

Please submit a 2-3 page document which outlines the following details by 21st January 2024 (midnight) to jobs.india@restlessdevelopment.org:

- Background of experience to date/organization history
- Detailed examples of experience against the requirements outlined in section 2 above.
- Detailed Quote for the video shoot, processing and travel. The organization will arrange only the local accommodation.
- Your confirmation to complete this consultancy within the timeframe (i.e by the 15th of March 24)

7. Coordination of activities and reporting

The Consultant will be in direct contact with the representative from Student Partnership Worldwide India Project Trust for all queries and suggestions. The consultant will submit twice a week updates on the progress of the prescribed format as shared by Student Partnership Worldwide India Project Trust.

8. Timeline

The Consultant will begin work on an immediate basis and will provide the final submission of the video by 15th March 2024. The consultant will have a detailed orientation at the start of the assignment with the programme coordinator. There will be an interim check on the progress and the status of the assignment.

9. Delays

If the submissions of deliverables are delayed by the Consultant against the stipulated submission timelines, the consultant shall inform the Reporting Officer in writing of the circumstances and probable effects together with the Consultant’s proposals for mitigating the delays so caused and the Consultant shall accept SPW India Project Trust’s written instructions in respect of such proposals or any amendment thereto.

10. Payment

1. The total payment will be released on completion of the milestone of the assignment as scheduled
<table>
<thead>
<tr>
<th>30%</th>
<th>Submission of storyboard</th>
<th>Signed invoice with supporting documents</th>
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<tbody>
<tr>
<td>50%</td>
<td>Submission of the first draft of the video and photographs</td>
<td>Signed invoice with supporting documents</td>
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<tr>
<td>20%</td>
<td>Submission of the final video and at least 20 photographs</td>
<td>Signed invoice with supporting documents</td>
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2. As part of the agreement, the consultant is required to submit a requisition for professional fees separately, which will be taxed as per Indian laws

**Use of Video and its content**

- The Videos and the content produced as an end result of this consultancy will be the sole property of Restless Development and hence not to be reproduced or used in any form written or otherwise