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DEC 2025-DEC 2026

INDIA



## Consultant – Academics and Skills

Department: TAU - Operations

Level: L5

Information Links

[www.educategirls.ngo](http://www.educategirls.ngo)

[Educate Girls receives the 2025 Ramon Magsaysay Award](#)

[Founder Safeena's TED Talk , April 2019](#)

[2023 WISE Prize in Education](#)

[Worlds First Development Impact Bond in Education](#)

[First TED Audacious Project to be chosen from Asia](#)

Our Core Values: Integrity | Collaboration | Gender Equality | Empathy | Excellence

## Join Us in Transforming Lives:

Educate Girls is an award-winning non-profit working to ensure that every girl in India's rural and educationally marginalized communities has access to quality education.

In 2025, **Educate Girls became the first Indian organisation to receive the Ramon Magsaysay Award, Asia's highest honour.**

Since 2007, we have partnered with state governments and local communities to identify out-of-school girls, support their enrolment and retention, and strengthen foundational learning for all children. Our second-chance program also helps adolescent girls and young women complete their Grade 10 and 12 educations while building life skills and agency.

With a network of more than 55,000 community volunteers, Educate Girls has enrolled over 20 lakhs girls and improved learning outcomes for over 24 lakh children across 30,000 villages in Rajasthan, Madhya Pradesh, Uttar Pradesh, and Bihar.

### Over the next 10 years, Educate Girls aims to impact 10 million learners by:

- Continuing 'Vidya', our Back-to-School Program, which identifies out-of-school girls (ages 6-14), supports enrolment and retention in government schools and strengthens foundational learning and life skills.
- Scaling up India's largest second-chance education initiative 'Pragati', targeting adolescent girls and young women (ages 15-29) who drop out due to societal barriers & systemic gaps and are now ineligible for formal schooling. Pragati delivers village-based learning camps to build life skills, enhance agency and enable learners to earn their Grade 10 certifications through State Open Schools.
- Strengthening open schooling systems in 12 states through Technical Assistance Units (TAUs) in partnership with the government. These units focus on improving access to and the quality of State Open Schools to support learners in the Pragati program.
- Together, these programs embody our mission to ensure that every girl is included, educated, and empowered - driving lasting transformation in education and gender equity across India

### Scope of work:

The Consultant - Academics and Skills will provide strategic and technical support to the Rajasthan TAU to strengthen academic quality, second-chance education and gender-responsive skilling pathways for adolescent girls and young women. The role will combine academic expertise with skilling and livelihood linkages, supporting curriculum and learning design, capacity building, stakeholder coordination, and implementation of education-to-skills pathways in collaboration with government systems.

- **Academic Strategy and Technical Support:** Develop activity-based learning methods, remedial content and learning tools for secondary and second-chance education.
- Design and strengthen learning methods with reference to relevant curriculum frameworks and NCERT recommendations; identify and recommend curriculum improvements where required.

- Support curriculum and assessment design, including scaffolding, remediation and enrichment based on learner performance and feedback.
- Promote diverse learning styles and blended learning approaches that combine digital tools with classroom-based and facilitated learning.
- **Skills and Education Pathways:** Support integration of vocational, life and digital skills into second-chance education pathways, with alignment to relevant NSQF principles and learner outcomes.
- Strengthen linkages between education, skilling and livelihood opportunities for adolescent girls and young women, with a focus on gender-responsive approaches.
- **Government and Stakeholder Coordination:** Work closely with relevant Education, Women & Child Development, skilling, livelihood and local government stakeholders to support convergence of academic, skilling and reintegration efforts.
- Facilitate coordination across departments and partners to strengthen open-schooling, skilling and learner-support pathways.
- **Capacity Building and Implementation Support:** Build the capacity of field functionaries and implementation teams on activity-based learning, remediation, gender-responsive skilling and reintegration models.
- Design and conduct training sessions, workshops and academic support interventions for relevant stakeholders.
- Collect feedback and assess the effectiveness of classroom sessions, workshops and training interventions; use evidence to refine methods and tools.
- **Community and Adolescent Engagement:** Support counselling, life skills, digital literacy and gender sensitization within education and skilling initiatives.
- Design and support outreach approaches to mobilise out-of-school girls and young women towards open schooling, education continuation and skilling pathways.
- Leverage experience of working with government education initiatives and NGOs in Rajasthan to foster collaboration, align resource content with government priorities (e.g., NEP 2020, NCF etc.), and ensure program complementarity.
- Knowledge Management and Reporting: Contribute to training modules, IEC materials, case studies and documentation of innovative academic and skilling models.
- Provide regular progress updates and reports to Rajasthan TAU and EG management on academic, skills and reintegration initiatives.
- Document best practices, implementation learnings and recommendations for knowledge sharing across teams, departments and districts.
- Undertake any other academic, skilling, programme-support, campaign or stakeholder-coordination responsibilities assigned by reporting lines, as required to support programme priorities and organisational goals.

### Expected Contributions

- Improved quality and relevance of learning content and academic interventions for secondary and second-chance learners.
- Stronger integration of academic learning with vocational, life and digital skills.
- Improved coordination and convergence between education and skilling stakeholders.
- Evidence-based refinement of curriculum, assessments, training and implementation approaches.
- Stronger pathways for adolescent girls and young women to continue education and access skills and livelihood opportunities.

### **Minimum Qualifications, Experiences and Expectations**

- Post-Graduation in Education (M.Ed.) in a related field; qualifications in Social Work, Gender Studies, Rural Development, Skills Development or related fields may also be considered where supported by relevant experience.
- Minimum 5-6 years of relevant experience in medium to large-scale education, Academics, skilling or second-chance education implementation projects.
- Experience working with government dept especially - Education, WCD, skilling or livelihood systems.
- Experience with curriculum development, classroom teaching practices, assessment design, remedial learning or learning improvement initiatives.
- Experience in designing or supporting vocational, life-skills, digital-literacy or gender-responsive skilling interventions is desirable.
- Strong understanding of secondary education, curriculum, NEP, open schooling and the challenges faced by adolescent girls and young women.
- Understanding of open-schooling pathways and second-chance education for adolescent girls and young women.
- Ability to design and conduct academic, gender and skilling-focused trainings.
- Working understanding of vocational skilling and NSQF-aligned approaches and education-to-livelihood pathways.
- Experience in community mobilization and participatory program design.
- Strong coordination skills and experience working with multi-stakeholder platforms and government departments.
- Ability to work independently and as part of a team in a fast-paced, field-based environment.

### **Apply if you have**

- Demonstrated ability to design and align curriculum, learning resources and assessment materials.
- Ability to scaffold curriculum and provide remediation and enrichment recommendations based on performance feedback.
- Strong facilitation, training and stakeholder-management skills.
- Excellent oral and written communication skills in English and Hindi.
- Proficiency in computer applications, including Windows and Microsoft Office (Outlook, Word and Excel).
- Ability to translate evidence and field learning into practical recommendations, tools and implementation guidance.

### **Travel Requirement**

- Be readily available for extensive travel (May go up to 60% of time) to remote locations across Rajasthan as per programme requirements.