

## TERMS OF REFERENCE

### FOR

**A local CSO to provide technical support to the Ministry of Education and Science of Georgia in Strengthening resource rooms and improving inclusive education practices at schools to support quality inclusive education and effective transition from school to vocational education of children with special educational needs and disabilities**

## 1. BACKGROUND

Currently, most of the public schools in Georgia have resource rooms, the main purpose of which is to support children with special educational needs (SEN) and disabilities and to promote their learning and development. For these students, the resource room is an integral part of their teaching and learning process, like a classroom, gym, etc. Here they are given the opportunity to relax, to practice new skills and provided assistance with homework/assignments as individuals or in groups as needed. The intensity of the students' stay in the resource room is determined by their individual learning plan. Using the resource room to isolate the student from the educational process is not allowed.

A list of recommended resources needed to equip the resource rooms was defined by the Ministry of Education and Science several years ago. However, most of the schools have rather scanty resources and the resource rooms are not equipped sufficiently in terms of educational materials and technical equipment. In addition, as it was evident from the interviews with the representatives of the Ministry of Education and Science, most of the special teachers are in need of and would benefit from professional development opportunities, especially in proper selection and use of the instructional resources. Development of the guideline for effective use of instructional and developmental resources and provision of on-the-job professional supervision and guidance (development opportunities) will further build their competence and empower them to meet the educational/developmental needs of the children with SEN and disabilities.

Career guidance and counseling programs are essential for all students; however, students with SEN and disabilities need this support the most. Often, these students do not have sufficient information about the existing opportunities on higher and vocational education programmes and employment. That is why, they often may find it difficult to define their professional interests and set vocational goals consistent with their unique strengths and capabilities. In other words, there is a need of effective transition programmes from school to vocational/higher education for students with SEN and disabilities to be implemented at the systemic level. Such programmes will increase the access to education of these students and their chances for employment in the future.

The Ministry of Education and Science has developed procedures and recommendations for the professionals to assist the students with SEN and disabilities in their transition from school to vocational/higher education. However, in reality (as noted by the specialists from the Ministry of Education and Science), in most cases, teachers/special teachers/other specialists assisting the students fail to follow these recommendations. In 2019 National Center of Teacher Professional Development (TPDC) developed a training module "Transition from school to vocational education." Although, 202 schoolteachers from

different schools have undergone this training course; the center has no information on whether the proposed approaches have been implemented in practice or not. TPDC has seized provision of this training programme since 2020 as the training module needs to be updated to enrich it with more practical tools, forms, and examples.

Parent engagement in school is one of the key factors to promote the education and well-being of children with SEN and disabilities. In many cases, parents lack knowledge on or find it difficult to use positive parenting strategies and approaches and have scarce information about how they can contribute to their children's education. Effective teacher-parent communication is another critical factor in facilitating parent involvement in the student's life, which unfortunately is not always possible. It is important for schools to develop and implement an effective communication model with parents.

## **2. PROPOSED STRATEGIES**

In order to provide quality education of children with SEN and disabilities and ensure their effective transition from general to vocational/higher education at the systemic level, it is important to pilot and demonstrate the effective functioning of resource rooms by developing guidelines for effective use of educational/developmental resources and management of resource rooms (RRs), purchasing the essential educational and IT supplies to equip them, strengthening the capacity of the school-based Inclusive Education Support Team (IE support team) (consisting of teachers, special teachers, specialists assisting the students with SEN and disabilities and schools principal) as well as inclusive education specialists of vocational education (VET) institutions, and establishing school-based parent education clubs (parent clubs). The MoES, TPDC and Vocational Skills Agency welcome this initiative and express their readiness to cooperate.

## **3. OVERALL CONSULTANCY GOALS:**

1. Developing guidelines for effective use of educational/developmental resources and management of resource room.
2. Equipping the resource rooms of 15 target schools (identified by MoES) with essential educational/developmental supplies including IT equipment.
3. Supporting the MoES in improving the capacity of the IE support team to meet the educational needs of students with special educational needs and disabilities, (students with SEN and disabilities) support their parents/caregivers, and model a more holistic approach to inclusive education in schools.
4. Establishing school-based parent education clubs (parent clubs) to raise parents' awareness on positive parenting and inclusive education and build a strong culture of parent-teacher cooperation.

#### 4. TARGET GROUPS

Special teachers, teachers, other specialists assisting the students with SEN and disabilities, school principals, students with SEN (including children at risk of school drop-out and those lagging far behind their peers) and disabilities, inclusive education specialists and parents.

#### 5. NUMBER OF BENEFICIARIES

##### **Direct beneficiaries:**

50 special teachers, 80 teachers, 15 school principals, 30 other specialists assisting the students with SEN and disabilities, 50 inclusive education specialists of VET institutions, 200 students with SEN and disabilities and 150 parents.

##### **Other beneficiaries:**

- Ministry of Education and Science
- National Center for Teacher Professional development (TPDC).
- Vocational Skills Agency

#### 6. SPECIFIC TASKS AND DELIVERABLES

**The selected organization will be responsible to implement specific tasks and manage the project to reach the defined project goals.**

**Goal 1:** Developing guidelines for effective use of educational/developmental resources and management of resource room.

**Task 1.** Conducting a thorough literature review and exploring the international experience and best practices to develop guidelines for effective use of instructional/developmental resources and management of resource room.

**Timeframe:** May-June 2022

##### **Deliverables:**

1. Report including (i) recommended list of the educational, developmental, and technical supplies essential for resource rooms; (ii) guidelines for effective use of educational/developmental resources to meet the needs of the children with SEN and disabilities rich in practical examples, tools, forms, etc. (iii) guidelines for effective management of RR indicating specific rules, procedures, roles and responsibilities of the IE support team members in providing quality inclusive education at school, (iv) indicators and tools for supervision and monitoring of the IE support teams as well as tools for monitoring and evaluation of RR functioning, (v) list of references used for developing the training modules and resources.
2. Proposed action plan for the project implementation, including tools for monitoring and assessment of the project implementation and effectiveness.

**Goal 2:** Equipping the resource rooms of 15 target schools with essential educational/developmental supplies including IT equipment.

**Task 2.** To assess the needs of 15 RRs in target schools concerning the availability of the essential educational/developmental and IT supplies and purchase the respective supplies for them.

**Timeframe:** July-August 2022

**Deliverables:**

3. RRs needs assessment report including the assessment tools used and a procurement plan.
4. List of purchased supplies, respective financial documentation, photos of equipped RRs.

**Goal 3:** Supporting the MoES in improving the capacity of the IE support team to meet the educational needs of students with special needs and disabilities, support their parents/caregivers, and model a more holistic approach to inclusive education in schools.

**Task 3.** To develop/update training modules and coaching plans with respective tools and resources.

**Timeframe:** June-August 2022

**Deliverables:**

5. Developed/updated training modules (12-hour each) for IE support teams with respective pre and post assessment tools, resources, reading material (readers)/guidelines, worksheets, and presentation slides on
  - (i) methodological guidelines for managing the RRs, effective use of various educational/developmental resources (including catch-up and accelerated learning curriculum), cooperation between the IE support team members, and provision of proper conditions for student's safety in the resource rooms (training module N1).
  - (ii) supporting students with SEN and disabilities in transition from school to vocational education through promoting their professional orientation for making informed choices about future profession, developing individual transition plans, conducting individual and group counseling sessions for students, liaising with vocational skills agency and vocational education institutions, etc. (training module N2).
  - (iii) positive parenting including specific strategies and practices, a framework for promoting parental engagement in school, information about international practices and procedures to establish and manage the parent education club (parent club) and specific communication models to reach and encourage parents to be involved in the club (training module N3).
6. Proposed action plan of the activities to be carried out by the IE support teams to support children and parents.
7. Developed coaching plans for the IE support teams, including objectives and outcomes of the coaching sessions.

**Task 4.** To conduct a series of training for IE support teams according the developed training modules.

**Timeframe:** July-September 2022

**Deliverable:**

8. Training reports conducted according to each training module. Training photos.

**Task 5.** To provide coaching sessions for IE support team to strengthen their capacity in putting their knowledge into practice.

**Timeframe:** October 2022-June 2023 (twice a month per school for 8 months)

**Deliverables:**

9. Reports on conducted coaching sessions related to the topics covered in the training sessions. Photos of coaching sessions.
10. Reports on activities performed by the IE support teams. E-versions of the resources developed by the IE support teams. Photos of implemented activities.

**Goal 4:** Establishing school-based parent education clubs (parent clubs) to raise parents' awareness on positive parenting and inclusive education and build a strong culture of parent-teacher cooperation.

**Task 6.** To support the IE support teams in establishing and managing parent clubs.

**Timeframe:** October 2022-June 2023

**Deliverables:**

11. Reports on activities performed by the IE support teams such as conducted working meetings, workshops, and training sessions and/or provided individual and group counseling sessions for parents.
12. E-versions of the resources developed by the IE support teams, including leaflets/brochures for parents. Photos of implemented activities.

**7. SERVICE DURATION:** 15 months in total (15 May 2022 - 15 August 2023)

## **8. REQUIRED QUALIFICATION:**

- Institutional experience in developing and implementing the inclusive education related interventions/resources.
- In-depth knowledge of the existing inclusive education support system and methodological and analytical approaches of inclusive education in general.
- Demonstrated human and institutional capacity of managing large scale projects and donor funds.
- Proven experience of effective communication and networking with the Ministry of Education and Science, schools, and other educational institutions.

**In addition, interested organizations will have to designate a team of experts with the following qualifications:**

- At least 5 years of proven work experience in inclusive education, psychology and/or social work.
- Proven knowledge of the Third-generation National Curriculum and a variety of programs/models/theories/guidelines related to inclusive education, effective coaching, positive parenting, and managing a child's difficult behavior.
- Experience in developing and delivering programmes/training modules/coaching sessions on inclusive education and positive parenting for teachers and parents
- Excellent communication and presentation skills.
- Proven report writing skills in English and Georgian.

**The selected organization will be responsible to:**

- Oversee and coordinate the work/communication between the consultants, schools, VET institutions, UNICEF, TPDC, MES and other stakeholders as required.

- Provide supervision and monitoring of the implemented activities and deliverables for ensuring their quality, effectiveness, and efficiency.
- Create monthly work plan for the project staff and ensure its implementation.
- Ensure analysis and documentation of the successful practices and approaches to make them ready for scaling-up by the government.
- Collaborate with UNICEF communication section to develop the communication plan, create short news stories, one success story and a video clip, and organize the concluding event.
- Early identify challenges and constraints and provision of strategic solutions.
- Develop and submit to UNICEF quarterly narrative and financial progress reports (in English), as well as a Final Narrative and Financial Reports (in English) within a month after the completion of the project.

**Overall project monitoring and supervision will be provided by UNICEF in close cooperation with MoES, TPDC and Vocational Skills Agency.**

## 9. TERMINATION OF THE CONTRACT

- The contract may be terminated by either party before its expiry date by giving a 14 days' notice in writing to the other party.
- However, in the event of termination on the ground of misconduct, UNICEF will be entitled to terminate the contract without notice. In such case, the contractor will be compensated on a pro-rata basis for no more than the actual amount of work completed to the satisfaction of UNICEF.

## 10. PAYMENT TERMS

- Payments will be issued upon submission and acceptance of deliverables by UNICEF as follows:
  - First payment of 20%: upon submission of deliverables No: 1-2
  - Second payment of 40%: upon final submission of deliverables No: 3
  - Third payment of 20%: upon submission of deliverables No: 4 - 8
  - Final payment of 20%: upon submission of deliverables No: 9 – 12

## 11. UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE:

- Payment will only be made for work satisfactorily completed and accepted by UNICEF.

## 12. SELECTION AND EVALUATION

- **Selection:** Interested academic institutions should submit to UNICEF, in English:

1. A letter of interest
2. Proposed work plan (including M&E plan), timeline, working methodology, and an indicative list of references considered to be used to develop the training modules and resources.
3. A financial proposal in USD with budget details
4. CVs/resume of the proposed experts/consultants

- **Evaluation:**

Summary of Proposal Evaluation		Score Weight (%)
1.	Technical Evaluation Criteria	70
2.	Financial Evaluation Criteria	30
<b>TOTAL SCORE</b>		<b>100</b>

**Note for the interested candidates: Online Prebid meeting will be held on April 20.**

**Please, contact us to the following email addresses in case of interest:**

[geo-ml-procurement@unicef.org](mailto:geo-ml-procurement@unicef.org)

[ekarseladze@unicef.org](mailto:ekarseladze@unicef.org)

[mkhundzakishvili@unicef.org](mailto:mkhundzakishvili@unicef.org)