

**TERMS OF REFERNECE
FOR
AN INTERNATIONAL ACADEMIC INSTITUTION TO PROVIDE TECHNICAL SUPPORT TO THE GOVERNMENT OF
THE REPUBLIC OF GEORGIA IN REFORMING INCLUSIVE AND CHILD CENTERED SYSTEMS AND PROVISIONS**

UNICEF is inviting interested international academic institutions to apply for the provision of technical support to the Government of the Republic of Georgia in the reform of inclusive and child-centered educational systems and provisions.

1. BACKGROUND:

In 2020, UNICEF, the Government of Norway and the Ministry of Education, Science, Culture and Sport of Georgia (MoESCS) established trilateral partnership on *Building Inclusive, Equitable and Quality Preschool and General Education Systems for Children in Georgia*. This partnership aims at establishing a robust overarching inclusive education support system at national and municipal levels and developing human and institutional capacity of Georgian universities, schools and preschools in providing inclusive and child-centred formal and non-formal education for all children and young people, especially the most disadvantaged groups including children with special educational needs and disabilities.

This programme strives at building partnerships between the national and international academic institutions with experience in education research, planning and teacher training to exchange knowledge and work hand-in-hand with national specialists for the introduction of best international practices and standards into the national teacher training systems and into formal and non-formal education settings including after school programmes in Georgia.

2. STRATEGY:

UNICEF is supporting the Ministry of Education, Science, Culture and Sport of Georgia in selecting an international academic institution with extensive experience in education research, planning and teacher training to establish partnerships with Georgian universities, preschools and schools in selected municipalities of Georgia.

3. OVERALL CONSULTANCY GOALS:

A team of international experts from the selected international academic institution will provide technical expertise and support to authorities in achieving the following goals:

- (i) designing child needs driven and age appropriate non-formal/after school educational programmes for children, particularly children with special educational needs and other vulnerable groups in selected municipalities;
- (ii) strengthening teaching workforce in Georgia by revising existing pre- and in-service training programmes for education of preprimary and general education teachers to make them responsive to inclusive and child competency-based education;

- (iii) developing a comprehensive framework and strategy for improving access and inclusion of children in preschool education, particularly the most vulnerable.

4. SPECIFIC TASKS AND DELIVERABLES

Goal 1: Designing child needs based and age appropriate non-formal educational programmes for selected municipalities

Task 1. To provide technical support to the MoESCS and selected municipalities in planning and designing non-formal educational programmes (including after-school programmes) for children and young people

Timeframe: 60 days including in-country and remote consultancies.

Deliverables:

1. Report including (i) design of programmes for providing non-formal education (including after-school programmes), (ii) analyses of role and responsibilities of MoESCS and Local Government in providing designed policies and services, (iii) guidelines on how to assess and incorporate the needs of CWD¹ into education programmes, (iv) developed tools for supervision, monitoring and reporting on effectiveness of implemented policies and programmes vis-a-vis ensuring inclusive education for CWD, and (v) proposed action plan for the implementation of programmes.
2. Developed tools for monitoring and assessment of the programme implementation and effectiveness.

Goal 2: Strengthening teaching workforce in Georgia by revising existing pre- and in-service training programmes for education of preprimary and general education teachers to make them responsive to inclusive and child competency-based education

Task 2. To provide technical support to selected state universities in improving content of Bachelor and Master level programmes (pre-service training programmes) for quality education and training of prospective/future preschool and general education teachers.

This task deals with the two-fold sub-tasks as follows:

- 2.1.** To revise and improve the inclusiveness, quality and attractiveness of Bachelor and Master programmes in order to provide new teachers with a strong foundation in all knowledge domains including content (i.e. knowledge of specific subject content), pedagogical knowledge (i.e. knowledge of the teaching and learning processes to a subject, including internship) and general knowledge of pedagogy (i.e. knowledge of teaching and learning that is cross-curricular). To provide list of relevant pedagogical literature for teaching and research and suggest models of linking theory and practice and organisation of learning internship in schools for prospective teachers/students; and

¹ Children with disabilities and special educational needs

2.2. To revise existing on-line /digital teaching and learning platforms and suggest improvements.

Timeframe: 60 working days to be stretched in the course of service including in-country and remote consultancies.

Deliverables:

1. Revised Bachelor and Master programmes including:
 - a. Provision of well-tested international pedagogical models and instruments for teachers to identify special needs of students which will become part of teacher in-service programs;
 - b. Provision of models and tools for summative assessment of students as part of teacher in-service programs; and
 - c. Teacher self-assessment and evaluation models and tools.
2. Recommendations on revision and improvement of on-line/digital teaching and learning platforms.
3. Recommended list of relevant pedagogical literature for teaching and research.
4. Suggested models of linking theory and practice and organisation of learning internship in schools for prospective teachers/students.

Task 3. Provide technical support to the Teacher House of the Ministry of Education, Science, Culture and Sport of Georgia in the revision of existing in-service preschool and general education teacher training programmes on inclusive and quality education in line with international/ EU standards.

Timeframe: 60 days to be stretched in the course of service including in-country and remote consultancies.

Deliverables:

1. Revised in-service teacher training programmes on inclusive and quality education including:
 - a. Provision of well-tested international pedagogical models and instruments for teachers to identify special needs of students which will become part of teacher in-service programs;
 - b. Provision of models and tools for summative assessment of students as part of teacher in-service programs; and
 - c. Provision of teacher self-assessment and evaluation models and tools.

Goal 3: Developing a comprehensive framework and strategy for improving access and inclusion of children in preschool education, particularly the most vulnerable

Task 4. Provide technical support to selected municipalities in ensuring enhanced access to preschool education for all children including most vulnerable through development of comprehensive national framework and strategy.

This task deals with the three sub-tasks as follows:

- A framework and strategy for: national inclusive preschool education system including (a) analysis and recommendations on roles and responsibilities of central as well as local

government decision makers, variety of services (i.e preschool institutions, early intervention program, day care center for CWD etc.) and parents; (b) coordination and collaboration mechanisms between these stakeholders; and (c) strategies for identification of out-of-preschool children with special educational needs and their inclusion in preschool education institutions; and

- Design of alternative programs/models with innovative approaches to provision of preschool service including the following areas:
 - ✓ Arrangement / adaptation of the educational environment;
 - ✓ Educational resources for children, educators and parents;
 - ✓ Capacity development needs of educators required for the functioning of innovative model.

Timeframe: 60 days to be stretched in the course of service including in-country and remote consultancies.

Deliverables:

1. Developed comprehensive national framework and strategy with recommendations on improvement/creation of enabling legislative environment for inclusion of all children.
2. Report describing an alternative program(s)/models of preschool service, including recommendations on further steps for implementation of the developed strategy.

5. SERVICE DURATION: 12 months in total until 31 December 2022

6. REQUIRED QUALIFICATION:

- Institutional experience in providing Bachelor and Master level programmes for pre- and in-service training of preschool and general education teachers;
- Institutional capacity in education research and planning, designing and supervising implementation of formal and non-formal educational programmes for preschools and schools;
- Institutional capacity in developing and revising tools for teacher and student assessment.

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

- At least 8 years of proven work experience in the development of pre- and in-service teacher training programmes and teaching of preschool and general education teachers;
- Proven knowledge of variety of programmes/models of delivering preschool and general education to children including the most vulnerable;
- Experience in developing inclusive education programmes for preschools and schools;
- Experience in designing innovative and inclusive programmes for formal and non-formal education settings.
- Excellent communication and presentation skills;
- Proven report writing skills;

- Fluency in English.

7. 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.

8. Payment Terms

- Payments will be issued on quarterly basis.

9. UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE:

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

1. Selection and Evaluation:

- Selection: Interested academic institutions should submit to UNICEF, in English:
 1. A letter of interest
 2. A concept brief with action plan of proposed interventions (maximum two pages)
 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
TOTAL SCORE		100

Note: Applications without financial proposal will not be considered.