

TERMS OF REFERENCE FOR INDIVIDUAL CONTRACTORS AND CONSULTANTS

Title of Assignment	National Consultant for the Development of Inclusive Education Policy	
Requesting Section	Education and Adolescents	
Location	Place of assignment: Malawi- Remote with travel to selected districts.	
	<input checked="" type="checkbox"/> Home Based <input type="checkbox"/> Office Based:	
Contract Duration	5 Months	
Number of working days	100 days	
Planned Start and End Date	From: 1 September 2021	To: 31 January 2022

BACKGROUND

Special Needs Education in Malawi began in the early 1950's under the guidance of faith-based organisations. The first specialist school to be established was for learners with visual impairment at Chilanga in Kasungu in 1950. In 1968 a Specialist Teacher Training College at Montfort College campus was established. The Malawi Government officially began to provide funding for Special Needs Education programmes in 1967. The provision of Special Needs Education services for learners was done primarily through special schools and resource classroom centres within the mainstream schools. To date Malawi only has 160 resource centres supporting 6,359 primary schools and 60 resource centres for 1,452 secondary schools. Despite this investment, the numbers of learners with special education needs cannot be accommodated in the few service centres established to assist learners who require special needs education support.

Malawi is a signatory to several universal agreements that advocate for the provision of adequate education opportunities for learners with special educational needs. From these agreements, Malawi developed more comprehensive strategies to better respond to the educational needs of learners with special educational needs. In 2009, Malawi developed the national special needs education policy guidelines, that provide a framework for Special Needs Education in Malawi. The implementation guidelines provided a mechanism for the effective and standardized implementation of Special Needs Education. This improved access the provision of education services. The number of learners with disability enrolled in primary schools increased by 40% from 69,943 in 2007 to 173,715¹ in 2019. In the secondary subsector, there were 9,196 learners with special needs, representing 2.3% of learners.

While access seems to be improving there are still significant gaps. The learning environment has not been conducive, 2019 EMIS report, indicates 80% of infrastructure in schools were not accessible by learners with physical impairment. The 2018 Malawi Population and Housing census indicated that 40% of all person with disability in Malawi have never attended school and that Only 18.1% of children with disability are currently in school². The differential access to education is reflected in the comparison of levels of education for person with disability and without disability. The 2018 MPHC, showed that persons with disability have low access across the education subsector with secondary and universities as worse.

¹ 2019 Education Management Information system report.

² 2018 Malawi Population and Housing Census

While the guidelines on Special Needs Education guided practice and resulted in improved access of education service to learners with disabilities, it was obvious, that in order to achieve successful inclusive education, Malawi will need to change the discourse and practice of provision of special needs education services. Malawi's special needs education was associated with and limited to learners with special education needs and disabilities. In 2017, the Ministry of Education adopted the concept of inclusive education and developed a National Strategy for Inclusive Education (NSIE- 2017-2021), which is currently being implemented. The NSIE broadened the scope of inclusive education beyond learners with disabilities and envisioned an education system that enhances access to education, participation, and achievement of diverse learners at all levels of education in Malawi. However, the delivery of inclusive education is still sub-optimal because of several reasons but the mostly the absence of a substantive and authoritative policy.

As part of the strategy to address the challenges of implementing Inclusive education, the Ministry of Education, would like to develop a national Inclusive Education Policy. To this effect, the Ministry of Education requested UNICEF for technical support to develop the national Inclusive Education Policy.

JUSTIFICATION

The National Education Sector Investment Plan (NESIP- 2020 to 2030) details the Ministry of Education priorities and strategies to improve education delivery at levels. Specifically, under the inclusive education, gender and other cross cutting issues, the NESIP has the strategic objectives: 3) Improve governance and management of inclusive education, gender and other cross cutting issues.

To achieve the this objective especially objective 3 the key priority action is for Ministry of Education to Develop and implement Inclusive Education Policy. This action requires technical support through a consultancy to lead and facilitate the development of the policy.

The government of Malawi has over the years emphasized the 'all inclusive' approach to education using various guidelines and practices scatter in various policy documents, guidelines and frameworks. However, this has left a lot of areas uncoordinated and/or poorly addressed to secure the provision of meaning inclusive education. This has resulted in exclusion many children from without (out of school) and from within the education system. The inclusive education policy will provide and an opportunity to redefine and recast the delivery management and education services to respond to the diverse needs of all learners in Malawi; ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and in partnerships with their communities in our education system to achieving the quality learning outcomes and improving.

PURPOSE OF THE ASSIGNMENT

The purpose of the assignment is as follows:

1. Conduct a comprehensive analysis of the status of inclusive education and special needs in the education sector. Specifically, consultant will undertake the following:
 - a. Assess the provisions of the National Education Policy and National Education Sector Investment Plan (NESIP- 2020 to 2030) on inclusive education and special needs
 - b. Desk study on in the achievements of the National Strategy for Inclusive Education (NSIE- 2017-2021) and document best practices for inclusion in the IE policy
2. To facilitate the consultation of the education stakeholders as follows: **Malawi government** – Ministry of Education, Ministry of Health, Ministry of Gender (disability department) and ministry of Local

- government; **Non-state actors:** Development Partners, NGOs, FBO; OPDs; **Academia:** from Primary to tertiary education; **Education Managers:** District and division; Traditional leaders and the private sector.
3. To facilitate engagement with the international for a for bench marking in the prioritization of the IE policy.
 4. To lead and draft the national IE policy in liaison with the multi-disciplinary core team for the policy development.
 5. To lead and facilitate the validation of the draft IE policy.

SCOPE OF WORK/OBJECTIVES

The scope of work is based key parameters is as follows:

Scope: The analysis of policies shall cover all sectors from Early Childhood Development to tertiary education, and non-formal education.

Geography: The consultations will be undertaken at national and sub national levels.

Stakeholders: These include Ministry of Education Directorates, Ministry of Gender, Children **Disability** and Social Welfare (Department of Disability), Ministry of Health, District Education officers, District Social welfare officers, District Health Officers, Education Divisions officers, Development Partners and NGOs working in education sector, Academia and private sector.

REPORTING REQUIREMENTS

To whom will the consultant/ individual contractor report (supervisory and any other reporting/communication lines):

The consultant will work under the overall supervision of the UNICEF Education Specialist responsible for Teacher Education and the Chief of Education at critical junctures and on navigating and strategic issues on a need basis.

The Directorate of Special Needs Education will set up a multi-disciplinary core team, with members drawn its directorate, Basic Education, Secondary, Teacher Education, Malawi Institute of Education, Malawi National Examination Board, Organization of Persons with Disability and co-opt other relevant stakeholders when necessary to provide technical support throughout the consultancy. The team will review, provide feedback reports on agreed task/deliverables submitted by the research team.

What type of reporting will be expected from the consultant/ individual contractor and in what format/style will the submissions of reports/outputs be done:

The consultant will be expected to submit narrative reports, in Arial 10 font style detailing key progress per deliverable.

The consultant will also submit the draft inclusive education policy, Times New Roman 12 font style.

How will consultant/ individual contractor consult and deliver work and when will reporting be done:

The consultant will consult via electronic means and also physical meetings where necessary while observing COVID 19 guidelines. The reports will be submitted electronically to the UNICEF staff member supervising the consultancy.

EXPECTED DELIVERABLES

In alignment with the scope of work as described above, the consultant will be expected to perform the following activities and deliverables as per the schedule and estimated dates below. It is envisaged that the entire consultancy will be a total of 100 working days spread from 1 September 2021 to 31 January 2022, with work days overlapping from month to month. Note that UNICEF weekends are not included as work days and there will be no double payment for the same days should the consultant work on two different activities at the same time.

Task/Milestone	Deliverable/Outcome (e.g. Inception, progress, final reports, training material, workshop, etc.)	Estimated # of days	Planned Completion date
1. Develop and submit Inception Report articulating the methodology informed by the TOR summarising how the consultant has understood the tasks and deliverables and how they propose to deliver on the consultancy and timeline.	Detailed Inception report capturing the following: methodology, instruments, and data analysis, outline for the report.	10 (between 1 - 14 September 2021)	14 September 2021
2. Conduct a comprehensive analysis of the status of inclusive education and special needs in the education sector. Specifically, consultant will undertake the following: <ul style="list-style-type: none"> a. Assess the provisions of the National Education Policy and National Education Sector Investment Plan (NESIP- 2020 to 2030) on inclusive education and special needs b. Desk study on in the achievements of the National Strategy for Inclusive Education (NSIE- 2017-2021) and document best practices for inclusion in the IE policy 	Draft a desk review Report capturing the following: <ul style="list-style-type: none"> a. Analysis of the gaps in the provision of the NEP and NESIP on inclusive education. b. Document best practices in various documents and strategies on IE in the Sector. 	15 (between 15 September – 5 October 2021)	5 October 2021
3. To facilitate the consultation of the following: <ul style="list-style-type: none"> a. Education stakeholders as follows: Malawi government – Ministry of Education, Ministry of Health, Ministry of Gender (disability department) and ministry of Local government; Non-state actors: Development Partners, NGOs, 	<ul style="list-style-type: none"> • Draft consultation report highlighting: <ul style="list-style-type: none"> ○ Areas of prioritization Recommendations addressing all gaps identified in the desk reviews 	25 (between 6 October to 10 November 2021)	10 November 2021

FBO; OPDs; Academia: from Primary to tertiary education; Education Managers: District and division; Traditional leaders and the private sector. b. To facilitate engagement with the international for a for bench marking in the prioritization of the IE policy.	<ul style="list-style-type: none"> ○ Document best practices on IE from different districts ○ 		
4. To lead and draft the national IE policy in liaison with the multi-disciplinary core team for the policy development.	<ul style="list-style-type: none"> • Draft IE policy, reviewed and approved by the multi-disciplinary core team. 	20 (between 11 November to 8 December 2021)	8 December 2021
5. Validation and Approval of the IE policy	Validated copy of national IE policy	10 (between 9 – 22 December 2021)	22 December 2021
6. Approval of the IE policy by MoE Management	Final approved national IE policy	20 days (23 December - 25 January 2022)	18 January 2022

However, as the actual starting date may impact the dates estimated in the TOR, a detailed workplan with exact timeframes and actual delivery dates will be jointly agreed upon between the consultant/ individual contractor and the supervisor upon contract signature.

PERFORMANCE INDICATORS FOR EVALUATION OF RESULTS

The performance of work will be evaluated based on the following indicators:

- Completion of tasks specified in TOR
- Compliance with the established deadlines for submission of deliverables
- Quality of work
- Demonstration of high standards in cooperation and communication with UNICEF and counterparts

PAYMENT SCHEDULE

All payments, without exception, will be made upon certification from the supervisor of the contract, of the satisfactory and quality completion of deliverables and upon receipt of the respective and approved invoice.

#	Item	% of Payment	Due
1	Upon satisfactory submission and approval of inception report.	10%	14 September 2021
2	Upon Submission of satisfactory draft desk review report	15%	5 October 2021
3	Upon Submission of satisfactory draft consultation report	15%	10 November 2021
4	Upon Submission of satisfactory draft and approval IE policy	25%	8 December 2021

4	Upon Submission of satisfactory validated IE policy	20%	22 December 2021
5	Upon submission of an approved final version of the IE policy	15%	18 January 2022

Approved field travel costs will be reimbursed on actual expenditures and upon presentation of original supporting documents.

DESIRED COMPETENCIES, TECHNICAL BACKGROUND AND EXPERIENCE

Academic qualification:

- Post graduate degree in Education with special focus on inclusive education, Public Policy Analysis and Management.

Work experience:

- At least five years of experience in special needs education, and policy development and formulation.
- Experience in inclusive education, curriculum differentiation and assessment guidelines
- Experience in participatory consultative techniques

Technical skills and knowledge:

- Excellent communication and writing skills in English and interpersonal skills
 - Fluency in local languages is an asset
 - Ability to work independently and accurately
 - Ability to work effectively in teams and in a multicultural environment
 - High sense of integrity and results oriented
- Computer skills, including internet navigation, and various office applications

Competencies:

Competencies
Builds and maintains partnerships
Demonstrates self-awareness and ethical awareness
Drive to achieve results for impact
Innovates and embraces change
Manages ambiguity and complexity
Thinks and acts strategically
Works collaboratively with others

Languages: English, Chichewa, both written and verbal is added advantage.

ADMINISTRATIVE ISSUES

UNICEF will regularly communicate with the consultant and provide feedback and guidance and necessary support so to achieve objectives of the work, as well as remain aware of any upcoming issues related to the performance and quality of work.

As per policy on consultants and individual contractors, the individual will be expected to complete a list of mandatory training, including policies on Prohibiting and Combatting Fraud and Corruption; Prohibition of

discrimination, harassment, sexual harassment and abuse of authority and other relevant policies for their information and acknowledgment upon acceptance of the offer. Prior to the issuance of the official contract, the consultant is requested to complete the applicable mandatory trainings.

The assignment will be carried out remotely. The consultant is expected to provide her/his own computer. The consultant will undertake field trips within the country with his own transport and will be reimbursed based on actual expenditures. The consultant will be responsible for the data and communication costs during virtual consultations and meetings.

CONDITIONS

- The consultancy will be on a short-term arrangement basis over a period of 4 months; however, the consultant will only work for 85 days during this contract period.
- The candidate selected will be governed by and subject to UNICEF's General Terms and Conditions for individual contracts.
- No contract may commence unless the contract is signed by both UNICEF and the consultant.
- The consultant will be based in Malawi and will work remotely with travel to the field.
- The consultant will be paid an all-inclusive fee (stationary, communication and other miscellaneous expenses) as per the stipulated deliverable and payment schedule.
- Under the consultancy agreements, a month is defined as 21.75 working days, and fees are prorated accordingly for actual days worked.
- The consultant is not entitled to payment for overtime, weekends or public holidays.
- Travel expenses for official in-country trips, including living costs, will be covered in accordance with UNICEF's rules and tariffs, by the consultant and reimbursed against actuals, unless otherwise agreed.
- No travel should take place without an email travel authorization from section prior to the commencement of the journey from the duty station.
- Standard UNICEF procedures will apply for invoicing and all other financial management requirements set out in the contract.
- Standard penalty clauses will also apply for late and poor-quality deliverables. The supervisor of the contract will provide the consultant with the criteria for the evaluation of the quality of each deliverable.
- Additional details of UNICEF rules, regulations and conditions will be attached to the contract.
- Consultants will not have supervisory responsibilities or authority on UNICEF budget.
- Individuals engaged under a consultancy or individual contract will not be considered "staff members" under the Staff Regulations and Rules of the United Nations and UNICEF's policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.
- The assignment is an off-site support.

HOW TO APPLY

Interested consultants should provide the following:

1. Curriculum Vitae
2. Brief technical proposal (no longer than five pages) demonstrating the consultant's understanding of the assignment and approach/methodology to the assignment

3. Financial proposal including a breakdown of their all-inclusive fees (including professional fees, travel, living cost, visa and other costs). Complete the attached form.



Financial
Proposal.xlsx

4. References details