

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	UNICEF Liberia Country Office Technical Assistance to Teacher Education on Foundational Learning and ECE
National/International	National
Duty Station	Monrovia, Liberia
Duration	5 Months (January 3, 2023– May 31, 2023)
Supervisor	Chief Education

I. Background

Liberia has made significant strides in improving access to education, particularly in early childhood and primary education. The country has set a goal to ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education by 2030¹. However, the quality of education remains a challenge. While Liberia has made progress in improving access to education, there is still much work to be done to ensure that all children have access to quality education and that they complete primary education. According to a report by the United Nations, only 54% of children complete primary education in Liberia. Liberia is among countries with one of the highest levels of out-of-school children, with an estimated 15-20% of 6-14 year-olds not in class. According to the World Bank, at least two-thirds of ten-year-olds are able to read a ten-word sentence. Additionally, approximately 40% of primary school students are three years older than the appropriate age for their grade. Only 13% are ready for school in early learning interventions.

Foundational learning including Early childhood learning (ECE) through to grade three in lower primary is a particularly critical stage in a child's development as it lays the foundations for lifelong learning. It is a stage when children are provided the foundational skills, knowledge, and attitudes to learn and succeed in school and beyond. Foundational learning including ECE is a key component of the Sustainable Development Goals (SDGs) and the Education 2030 Agenda, which aim to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The attainment of this goal is now much more urgent due to the COVID-19 pandemic which exacerbated learning loss from the previous decades. The government of Liberia together with other African countries have signed commitments to foundational learning.

UNICEF, LCO's in collaboration with the Ministry of Education has taken several steps to ensure the attainment of the above government commitment. Education partners have consequently developed a Partnership Compact with key support from the Global Partnership on Education that prioritizes the implementation of Foundational Learning and in particular, the attainment of literacy and numeracy by grade three. Within this framework, UNICEF LCO promotes ECE through the first grades of primary education. UNICEF specifically strengthens schools systems to improve access and teacher education to improve learning outcomes at the foundation stages. In that regard, UNICEF, LCO's Education Section is seeking to provide technical support to respective schools and teacher training institutions to strengthen foundational learning including ECE through the early stages of primary.

II. Purpose of Activity/Assignment

The purpose of this consultancy is to support the Ministry of Education and three Teacher Training Colleges (TTIs) in particular to implement Foundational Learning including ECE through early primary grades. In that regard, reference is made to improvement in school readiness as well as the attainment of sector goals in literacy and numeracy by grade three. The consultancy will support TTIs to among other things review, adapt and adopt relevant teaching and learning materials, improve teacher training programmes in formal and non-formal settings,

support operational research, especially on formative assessment, and facilitate three TTIs to roll out of foundational learning within the CPD policy framework.

III. Scope of Work:

1. Review and adapt the existing teaching /learning materials, tools and guidelines for Foundational Learning including literacy and numeracy in ECE through to grade three.
2. Provide technical support to the training programme development as well as conduct of ToTs (for TTI Lecturers) across the three teacher training colleges aimed at enhancing the capacity of teachers for Foundational Learning.
3. Provide technical support to the three TTI plans for the roll-out of in-service teacher training programmes and implementation of Foundational Learning in 200 schools within 60 school support clusters.
4. Provide technical support to the conduct of documentation and operational research to generate evidence on Foundational Learning including assessment of school readiness, and the attainment of literacy and numeracy outcomes at ECE and primary.
5. Support the development of a monitoring and evaluation plan and reporting on Foundational Learning including ECE and Primary in compliance with agreed schedules of Government and partners.

IV. Work Assignment Overview

Tasks/Milestones	Deliverables/Outputs	Timeline	Estimated Budget
<p>Review and adapt the existing teaching /learning materials including guidelines and tools for Foundational Learning including training manuals.</p> <p>a. Plan and support conduct of relevant FLN materials review and adaptation meetings</p> <p>b. Support the field testing, evaluation and approval of materials</p> <p>c. Support production and distribution</p>	<p>Foundational Learning materials reviewed, adapted, tested, approved, and utilized by teachers and schools</p>	<p>Jan. 3- March, 31, 2024</p>	<p>20%</p>
<p>Provide technical support to the training programme development as well a conduct of ToTs (for TTI Lecturers) across the three teacher training colleges aimed at enhancing capacity of teachers for Foundational Learning.</p> <p>a. Conduct a Capacity Gap Analysis of the TTI's including an assessment of the knowledge and skill level</p>	<p>Capacity programme of TTI's for enhanced knowledge and skills in the development and implementation of a teacher training programme on Foundational Learning.</p>	<p>January-April, 2024</p>	<p>20%</p>

<p>of teacher trainers and teachers.</p> <p>b. Develop the training program including the schedule and leadership roles in organizational set up</p> <p>c. Conduct the training and related assessment on acquired knowledge and skills.</p>			
<p>Provide technical support to the TTI plan for the roll-out of in-service teacher training and implementation of Foundational learning including ECE in 200 schools within 60 school-support clusters.</p> <p>a. Review TTI's roll-out plan, school cluster arrangements as well as support supervision, and develop an operational implementation schedule.</p> <p>b. Support TTI's Cluster Focal Points, school assessment and training program.</p> <p>c. Conduct selected field support supervision</p>	<p>Initial implementation support to roll-out of Foundational Learning, with specific reference to conduct of systematic formative assessment in selected clusters and schools.</p>	<p>February-May 2024</p>	<p>20%</p>
<p>Provide technical support to the conduct of documentation and operational research to generate evidence on Foundational Learning including assessment of methodologies and processes, school readiness, and the attainment of literacy and numeracy outcomes at ECE and primary.</p> <p>a. Provide technical support to TTI's, CoP+E partners to develop the scope of the operational research including the methodology, tools and organizational framework</p>	<p>Documentation and evidence on Foundational Learning including assessment of school readiness, children's outcomes in foundational knowledge, skills and practices of teachers.</p>	<p>January – May 2024</p>	<p>20%</p>

<p>including coordinated action with TTIs.</p> <p>b. Develop the scope of classroom learning assessment for early learning, and test items for literacy and numeracy by the third grade.</p> <p>c. Support TTI's and CoP+E partners in data analysis and report preparation on Foundational Learning practices.</p>			
<p>Support the development of a monitoring and evaluation plan and reporting on Foundational learning in compliance with agreed schedules of Government and partners.</p> <p>a. Develop the tools for monitoring and evaluation plan for reporting on foundational learning in compliance with agreed schedules of Government and partners.</p> <p>b. Develop the scope of monitoring and evaluation plan, classroom learning assessment and test items for reporting the implementation of foundational learning activities within the agreed dates/ timelines.</p> <p>c. Support TTI's and CoP+e partners in monitoring and evaluating including assessing the implementation of foundational learning and report generation.</p>	<p>Implementation support to the development of the Monitoring and Evaluation plan for reporting on Foundational Learning.</p>	<p>January – May 2024</p>	<p>20%</p>

V. Qualification/Experience/Competencies/Skills Required

Education:

- Advance Degree in Education

Work Experience:

- Necessary experience. At least 5 years of experience in Education including curriculum, teacher training, and school level work experience in Liberia.

Other skills and competencies required:

- Fluency required in: Excellent communication and interpersonal skills including the use of ICT.
- Strong analytical and problem-solving skills.

Language Proficiency:

- Fluency required in English

VI. Working conditions

☐ Home Based ☒ Office Based

- ✓ **The necessary computer equipment for the consultation will be provided by the consultant**
- ✓ The consultant is expected to use his/her own ICT equipment.
- ✓ The Consultant is expected to travel to Kakata or any of the other two Teacher Training Colleges (TTIs) (Webo and Zorzor) for at least 10-15 days within each month- UNICEF will provide transportation.

VII. Supervision

The consultant will be supervised by Chief of Education or the designated Officer In Charge (OIC).

VIII. Technical and financial proposals

Applicants are invited to submit with their online application:

- A technical proposal that outlines their understanding of the task and proposed methodology or a cover letter explaining why they are well placed to undertake this assignment
- A recently updated CV
- A financial proposal which must be an all-inclusive cost (consultancy fees, mission expenses, travels, etc.).

Applicants are invited to submit their financial proposals in USD using the template below:

Description	Unit	Quantity	Unit cost	Total (USD)
Consultancy fees				
Daily subsistence allowance (for field mission if applicable)				
Other (to be specified)				
Total				

Selection criteria will be based on qualifications, skills, expertise and experience in the required field, and quality of the technical and financial offer. Each application will be assessed first on its technical merits and subsequently on its price.

Recourse

UNICEF reserves the right to terminate the contract and/or withhold all or a portion of payment if the rules and the regulations regarding confidentiality, ethics and procedures of UNICEF and the partners are not followed, the performance is unsatisfactory, or work/deliverables are incomplete, not delivered or fail to meet the deadlines. The deliverables will remain the copyright of UNICEF.

The consultant must respect the confidentiality of the information handled during the assignment. Documents and information provided must be used only for the tasks related to these terms of reference.

Child Safeguarding

Is this project/assignment considered as “[Elevated Risk Role](#)” from a child safeguarding perspective?

☐ YES ☒ NO If YES, check all that apply

Direct contact role ☐ YES ☒ NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

Child data role ☐ YES ☒ NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

Remarks

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. 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.

Included in Annual/Rolling Workplan: ☒ Yes ☐ No, please justify: **Output 2.2 (2.2.1.2: Capacity of Edu Managers/Administrators)**

Included in Annual Consultancy Plan: ☒ Yes ☐ No, please justify:

Reasons why assignment cannot be done by staff: Specialised expert role.
