**Terms of Reference**

**For**

***A National Consultant/Trainer in Numeracy***

*to Support**the MoESCS*[[1]](#footnote-1) *in Piloting of a National Second Chance Education Programme for Out-of-school Children and Children at Risk of School Drop-out.*

# BACKGROUND:

All children and adolescents have the right to quality education. Yet, in Georgia, there are many children, especially from the most socially and economically marginalized groups, who do not have access to compulsory education. The Ministry of Education, Science, Culture and Sport of Georgia (MoESCS) has identified a list of children who have either dropped out or are at high risk of not being in school or not completing school, which includes children with disabilities, children living and working on the streets, children from ethnic minority groups, children deprived of parental care, children in state alternative care services, internally displaced persons (IDPs), stateless children, refugees, and children from very remote areas.

Currently, Georgia has limited Second Chance Education programmes to provide opportunities for out-of-school children and adolescents to re-enter the formal education system, enrol into catch-up compulsory education, achieve quality learning outcomes and transition from schools to the labour market. The main bottlenecks relate to a lack of qualified teachers and educational services in schools and day-care centres, a limited availability of teaching and learning resources to catch up, as well as a lack of accelerated learning programmes in the formal curricula to successfully integrate in regular schools. Although student assessment tools[[2]](#footnote-2) are available, they are applied differently as teachers lack a strong grasp of the assessment approach. Hence the assessment is primarily used for grading rather than an educational resource. Despite several efforts have been made to improve assessment literacy, students and teachers still focus on the importance of numeric marks, even though those marks might not accurately represent what a student can do.

To address similar situations, many European countries have successfully developed Second Chance Education programmes. Within the European Union[[3]](#footnote-3), Second Chance Education is “specifically targeted at individuals who, for a variety of reasons, never attended school or left school before completion but wish to enter an education programme or occupation for which they are not yet qualified.”[[4]](#footnote-4)

1. **RESPONSE:**

Guided by the Sustainable Development Goal 4 for Education, UNICEF has been providing technical assistance to the MoESCS in the development of a national Second Chance Education programme to improve children’s learning and outcomes. With UNICEF support, the MoESCS conducted a comparative analysis of international best practices, identified relevant models and developed an action plan for immediate steps to introduce Second Chance Education.

In 2019, the Government of the Republic of Bulgaria, UNICEF and the MoESCS launched a two-year partnership project which aims at supporting the MoESCS in developing a national Second Chance Education programme (catch-up and accelerated learning programmes) for out-of-school children and children at risk of school dropping out. This partnership targets the implementation of educational innovations in 15 model schools and six day-care centers which currently provide bridging education and transition of children to public schools.

In 2020, under the scope of this partnership, an adapted, two level[[5]](#footnote-5) curriculum was developed with the support of national and international experts and in close cooperation with the MoESCS. The adapted curricula fully complies with the third generation National Curriculum; it is tailored to the educational needs of out-of-school children and adolescents’ as well as the students at risk of drop-out.

In addition to the adapted curricula, (i) teachers’ guidelines on inclusive and catch-up learning, (ii) supplementary teaching and learning resources, (iii) a training module for teachers and (iv) a parent educational brochure have been developed to raise awareness on supportive and positive parenting.

1. **NEXT STEPS:**

In 2021, under the framework of the above partnership, the Ministry with the support of UNICEF, commits to pilot an adapted curriculum in selected schools and day-care centres, and initiate training of teachers. Besides training, the teachers will be supported by coaches of the MoESCS who will help teachers to translate knowledge into classroom practice. Following a recent decision of MoESCS, in addition to the 15 selected schools, 300 more schools of a national “New School Model” initiative will take part in piloting of the adapted curricula. In 2021, around 180 teachers will be trained in the adapted curricula. It is expected that the successful completion of this pilot project will provide a solid foundation for taking demonstrated models to scale, reach more students and teachers for improved teaching and learning.

UNICEF has demonstrated commitment to further support the MoESCS in this partnership by selecting qualified and experienced national consultants/trainers to assist in the piloting of an adapted curricula in the selected schools and day-care centres. In total six (6) consultants/trainers will be selected by UNICEF (three consultants in numeracy and three in literacy) who will coordinate their tasks with each other and work hand-in-hand to plan, facilitate and report on teacher training courses, in consultation with UNICEF and the MoESCS.

**4. OVERALL GOAL OF CONSULTANCY AND SPECIFIC TASKS**

The selected ***National Consultant/ Trainer in Numeracy*** will provide technical support to UNICEF and the MoESCS in piloting adapted curricula in the selected schools and day-care centres by providing the following specific tasks:

**Specific tasks:**

* **Task 1.** Familiarize with the developed and available teaching and learning resources including ((i) adapted curricula, (ii) teachers’ guidelines on inclusive and catch-up learning, (iii) supplementary teaching and learning resources and (iv) training module for teachers) through **taking a *Training of Trainers* (ToT) in Numeracy course (12-hour on-line over three working days conducted by the MoESCS experts). Upon completion of ToT, the consultant will provide UNICEF with a *Certificate of Successful Completion of Training***.

**Deliverables:** Notes of discussions on the resources with UNICEF and MoESCS

**Duration:** 2 days

**Task 2.** Conduct three training courses (each course will consist of 12 hours training for three days) for total 60 teachers (20 teachers in each course) according to the training module elaborated in the frame of the project

**Deliverables:** Summary report on evaluation of training course by teachers

**Duration:**  5 days

**Task 3.** Assess the progress of the training participants based on the pre- and post-training assignments: pre- and post-training assignments of the training participants will be assessed according to the assessment rubric included in the training module and required feedback provided to the individual participants

**Deliverables:** Report on assessment results of the pre- and post-training assignments

**Duration:** 7 days

**Task 4.** Develop, electronically submit and present training reports to UNICEF and coaches of the MoESCS (in Georgian and brief versions in English), including recommendations for any required follow up actions

**Deliverables:** Training report and PowerPoint presentation on progress, outcomes and constraints with recommendations for immediate actions

**Duration:** 5 days

1. **DURATION AND MODE OF CONSULTANCY:**

The service of a consultant/trainer is required for the duration of **19 *working days stretched in-between March – June 2021***.

1. **SUPERVISION:**

The National Consultants/Trainers in Numeracy will work under the supervision of UNICEF Education Officer with overall supervision by the UNICEF Education Specialist. The consultant will work in close coordination and consultation with the MoESCS and consulting group of the MoESCS.

1. **PAYMENT TERMS AND RATES:**

Interested candidates are requested to submit their proposed daily fee in Georgian Lari in their application letters to UNICEF. Applications without financial proposal will not be considered.

1. **LOCATION:** Tbilisi, Georgia.
2. **REQUIRED QUALIFICATION:**

* University degree in Mathematics;
* Proven knowledge of Third Generation National Curriculum;
* At least one years of proven work experience in the implementation of Third Generation National Curriculum in educational institutions (in schools);
* Proficiency and sound knowledge of Inclusive Education;
* Extensive work experience in training of teachers/educators;
* Excellent presentation and communication skills;
* Knowledge of techniques and approaches to lead/facilitate interactive discussions and training sessions to encourage active participation of teachers in the sessions;
* Excellent writing and reporting skills in Georgian language;
* Computer literacy in particular experience with Microsoft Office products (Word, Excel, PowerPoint).
* Ability to use the platform Microsoft TEAMS is a must;
* Work experience with the most vulnerable children would be an asset;
* Work experience with UNICEF in the field of general education would be an asset;
* Availability for time-durations specified in ToR.

1. **SOCIAL SKILLS**

* Independent and Group working capability;
* Sense of Responsibility;
* Capability of solving problem;
* Openness and flexibility in accepting additional tasks as required.

1. **LEAVE**

* The Trainer has no entitlement for annual leave, sick leave, maternity, adoption or paternity leave or any other kinds of special leave.
* Health Insurance: UNICEF does not provide or arrange health insurance coverage for Trainers.

1. **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.

1. **UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE:**

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

1. **HOW TO APPLY:**

Interested candidates should submit to UNICEF a resume, cover letter, three professional references and a written assignment on training session that will be developed by candidates based on the requirements provided in the **ANNEX ONE** of this document.

**ANNEX ONE:**

Assignment for interested candidates (completed assignment should be submitted to UNICEF as part of an application):

**დავალება: სატრენინგო სესიის ნიმუშის წარმოდგენა**

**დავალების პირობა:**

თქვენი მიზანია, ტრენინგის მონაწილე მასწავლებლებს ასწავლოთ, თუ როგორ უნდა დაგეგმონ სასწავლო თემა „სამნიშნა და ოთხნიშნა რიცხვები“ ცოდნის კონსტრუირებაზე დაფუძნებული მიდგომებითა და სამიზნე ცნებაზე „რიცხვები და თანრიგები,“ ორიენტირებით.

დაგეგმეთ 2 საათიანი, მკაფიოდ გაწერილი აქტივობებისგან შემდგარი სატრენინგო სესია, რომლის შედეგადაც მონაწილეები შეძლებენ სამიზნე ცნებაზე „რიცხვები და თანრიგები“ ორიენტირებული ერთი კომპლექსური დავალების შექმნასა და ამ დავალების სოლო ტაქსონომიით შეფასებას. დაუშვით, რომ მასწავლებლებისთვის სიახლეს წარმოადგენს სოლო ტაქსონომია.

სატრენინგო სესიის დაგეგმვისას გთხოვთ, გაითვალისწინოთ შემდეგი მთავარი პრინციპები, რომელთა მიხედვითაც შეფასდება წარმოდგენილი დავალება:

1. აქტივობების ლოგიკური თანამიმდევრობისა და სატრენინგო მიზანთან შესაბამისობის უზურნველყოფა;
2. სწავლების მრავალფეროვანი, ინტერაქტიული მეთოდებისა (მაგ. ინდივიდუალური და ჯგუფური აქტივობები, შემთხვევების განხილვა, როლური/სიტუაციური თამაში, ევრისტიკული მეთოდი და სხვ.) და ცოდნის კონსტრუირებაზე დაფუძნებული მიდგომების გამოყენება;
3. სწავლების ლექციური მეთოდისთვის მინიმალური დროის დათმობა;
4. დიფერენცირებული სწავლების მიდგომებისა და განმავითარებელი შეფასების ინსტრუმენტების გამოყენება;
5. მონაწილეთა ჩართულობის/აქტიურობის უზრუნველყოფა.

წარმოდგენილი დავალება არ უნდა აღემატებოდეს 2 (ორ) გვერდს.

1. Ministry of Education, Science, Culture and Sport of Georgia [↑](#footnote-ref-1)
2. Student assessments used to determine what students know and are capable of doing, help them advance in their learning and take an informed decision on the next step in their education [↑](#footnote-ref-2)
3. European Commission, 2001 [↑](#footnote-ref-3)
4. The International Standard Classification of Education at <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf> [↑](#footnote-ref-4)
5. The first level of the curriculum is the preparatory/basic stage, when the students work in an accelerated manner to develop the competencies in literacy and numeracy as well as the basic skills required for learning. The second level of the curriculum was developed through integrating 11 subjects with literacy and numeracy competencies, emphasizing on their practical implications in everyday life. [↑](#footnote-ref-5)