

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	UNICEF Liberia, LCO Education Inclusive Education Consultant
National/International	International
Duty Station	Kakata, Margibi County, Liberia
Duration	5 Months (January 3, 2024– May 31, 2024)
Supervisor	Chief Education

I. Background

Ensuring Inclusive education is a key education sector strategy for ensuring the fundamental right of every child, regardless of their gender, race, ethnicity, or socio-economic status. This is in line with a key component of the Sustainable Development Goals (SDGs) and the Education 2030 Agenda, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and more specifically, children with disabilities. This strategy is important for Liberia with an estimated population of 110,260 disabled persons, with females constituting 48.7% and males 51.3% of the total number. While an estimated 92,000 children are enrolled in school, the exact number and percentage of children in the population with disabilities in Liberia is not readily available.

The government of Liberia and the education sector provides free and compulsory education for children but faces many challenges in addressing the attainment of rights of students with disabilities. Access is limited by school systems and facilities which are not responsive or address the concerns of children with disabilities. Concurrently, children with disabilities and other disadvantaged children such as girls and the many out of school are less likely to have positive learning outcomes due to poor education quality, including teachers' quality. Few teachers and teacher training institutions have the capacity to integrate inclusive education in their programmes. This is exacerbated by low prioritization in policy and budget, a significant gap between policy and practice, and many children with disabilities, girls, and children from marginalized communities continue to face barriers to accessing quality education. In 2009, only 4% of the budget was allocated for children with disabilities, despite an estimated 92,000 of 600,000 school-age children having disabilities

In line with the education sector strategy and policy to strengthen inclusion in education, UNICEF, LCO and partners are working collaboratively to address inclusive education both in improving access via responsive schools' systems and improving quality of learning outcomes via strengthening teacher education and review of curriculum for relevancy. In this regard, UNICEF, LCO is seeking to recruit a consultant who will provide relevant technical support for the strengthening of inclusive and responsive schools systems and enhanced teacher capacities.

II. Purpose of Activity/Assignment

The purpose of this consultancy is to provide technical assistance (TA) to three Rural Technical Institutes (TTIs) to strengthen their capacity in developing, integrating, e, implementing, and testing innovations/materials and monitoring with regards to inclusive education in their programs. The consultancy will support the respective TTIs in the review, adaptation and adoption of relevant teaching and learning materials on inclusive education; it will support the development of teacher training programme and initial training of teacher trainers; it will support the roll out of outreach programmes by TTIs for inclusive education; it will support the document and development of evidence, and it will finally support the monitoring and reporting of the programme.

III. Scope of Work:

1. Review available literature for best practices and adapt the existing teaching /learning materials, tools, and guidelines for inclusive education.
2. Provide technical support to the development of a training programme for teachers and trainers and support the conduct of initial training of trainers (ToTs) across the three teacher training colleges aimed at enhancing capacity of teachers for integration of inclusive education.
3. Provide technical support to the three TTI plans for the roll-out of in-service teacher training programmes and implementation of Inclusive Education in 200 schools within 60 school-based teacher support clusters.
4. Provide technical support to the TTIs to conduct documentation and operational research to generate evidence on inclusive education including the piloting of methodologies, approaches and teaching aides and tools.
5. Support the development of a monitoring and evaluation plan and reporting on inclusive education in compliance with the agreed schedules of Government and partners.

IV. Work Assignment Overview

Tasks/Milestones	Deliverables/Outputs	Timeline	Estimated Budget
Review available literature for best practices and adapt the existing teaching /learning materials, tools, and guidelines for inclusive education a. Plan and support conduct of relevant inclusive education materials review and adaptation meetings b. Support the field testing, evaluation and approval of materials. c. Support production and distribution of materials.	Inclusive education Learning materials reviewed, adapted, tested, approved, and utilized by teachers and schools	Jan. 3 – April 2024	20%
Provide technical support to the development of a training programme for teachers and trainers and support the conduct of initial training of trainers (ToTs) across the three teacher training colleges aimed at enhancing capacity of teachers for integration of inclusive education. a. Conduct a Capacity Gap Analysis of the TTI's including an assessment of the knowledge and skill level of teacher trainers and teachers.	Capacity programme of TTI's for enhanced knowledge and skills in the development and implementation of a teacher training programme on inclusive education.	Jan. – April ,2024	20%

<p>b. Develop the training program including the schedule, assignment of leadership/responsibilities as well as other relevant organizational set up for delivery of inclusive learning.</p> <p>c. Conduct the relevant training and related assessments and evaluation on acquired knowledge and skills by teachers.</p>			
<p>Provide technical support to the three TTI plans for the roll-out of in-service teacher training programmes and implementation of Inclusive Education in 200 schools within 60 school-based teacher 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 individual plans, review classroom practices and methodologies and assessment of learning.</p> <p>c. Conduct selected field support supervision.</p>	<p>Initial implementation support to roll-out of inclusive education, with specific reference to integration of child centered learning, assessments and use of learning aids in selected clusters and schools.</p>	<p>Jan.- May, 2024</p>	<p>20%</p>
<p>Provide technical support to the TTIs to conduct documentation and operational research to generate evidence on inclusive education including the piloting of methodologies, approaches and teaching aides and tools.</p> <p>a. Provide technical support to TTI's, CoP+E partners to develop the scope of the operational research on inclusive</p>	<p>Documentation and evidence on inclusive education including assessment of learning outcomes for children, teacher classroom practices and adaptation and use of teaching aids including an inclusive kit.</p>	<p>March – May 2024</p>	<p>20%</p>

<p>learning including the methodology, tools and organizational framework including coordinated action with TTIs.</p> <p>b. Develop the scope of classroom teaching and learning practices including assessment of inclusive learning outcomes, methodologies, utility of teaching and learning aids.</p> <p>c. Support TTI's and CoP+E partners in data analysis and report preparation on inclusive education.</p>			
<p>Support the development of a monitoring and evaluation plan and reporting on inclusive education in compliance with agreed schedules of Government and partners.</p> <p>a. Develop the tools for monitoring and evaluation plan for reporting on inclusive education interventions by the TTIs in compliance with agreed schedules of Government and partners.</p> <p>b. Develop the scope of monitoring and evaluation plan, classroom practices, teaching and learning materials and aids for reporting on the implementation of inclusive education 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 inclusive learning interventions and report generation.</p>	<p>Implementation support to the development of the Monitoring and Evaluation plan for reporting on Inclusive Education.</p>	<p>Jan. – May, 2024</p>	<p>20%</p>

V. Qualification/Experience/Competencies/Skills Required

Education:

- A degree in education with specialization in Inclusive Education. An advanced degree is an advantage.

Work Experience:

- At least 2 years of experience in Inclusive Education including curriculum, teacher training, and schooling opportunities for children with disability. Experience in Liberia in inclusive learning and teacher education will be an advantage

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 will be based in Kakata with frequent travel to the other two Teacher Training Colleges (TTIs)- transportation will be provided by UNICEF.

VII. Supervision

The consultant will be supervised by Chief of Education or 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				
Air ticket (economy class, most direct route)				
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/Administrator**)

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

Reasons why assignment cannot be done by staff: Specialised expert Skills