

## ROSTER TERMS OF REFERENCE

### SHORT TITLE OF ASSIGNMENT

Education Consultancy: Strengthening Inclusive Education in Vanuatu and the Pacific

### BACKGROUND

The 14 countries in the Pacific acknowledge the importance of Inclusive Education to achieving national education goals and the best possible outcomes for children and young people without leaving no one behind. Inclusive learning is essential in education. All children require continuous access to quality education opportunities within safe and protective learning environments to learn effectively and receive necessary protection and humanitarian support. However, for children with disabilities access is often inequitable due to compounded barriers such as stigma and discrimination, inaccessible services, and invisibility in data.

In line with the Sustainable Development Goals to "leave no one behind" and to tackle the challenge of exclusion in the education sector in across the Pacific Island countries (PICs), stakeholders have come together to develop the Pacific Regional Inclusive Education Framework (PRIEF). PRIEF was developed at the request of Ministers of Education and in recognition of the need to address the educational needs of learners at most risk of exclusion, noting that one group of learners who are frequently excluded are those with disability or special needs, while others may include those who are marginalized due to geographical location, socio-economic status, gender, ethnic minorities and other potentially marginalized groups. The PRIEF focuses on five key priorities: (i) Enabling policies & legislation for inclusive education; (ii) Raising awareness about inclusive education in schools and the wider community; (iii) Providing appropriate training and professional learning to enable leaders and teachers to implement effective inclusive practices; (iv) Strengthening partnerships between schools, parents, and community members; and (v) Developing best practice pedagogy and curriculum for inclusive practices and accessibility. The PRIEF was endorsed by the Forum Education Minister Meeting (FEEdMM) in 2021. The Pacific Regional Education Framework (PacREF) 2018-2030 was agreed to be the core framework guiding Pacific regional action in education, and the Pacific Heads of Education System (PHES) confirmed that the implementation of PRIEF should be done through PacREF. The 2023 Conference of Pacific Education Ministers (renamed from the previous FEEdMM) Statement of Commitment made Inclusiveness a key priority for the region mandating their officials to ensure that education is available to all learners irrespective of their challenges.

Vanuatu aims at delivering equitable and inclusive education. With a population of approximately 300,000 spread across 80 islands, the country's diverse geography, linguistic diversity, and vulnerability to natural disasters present obstacles to ensuring all children have access to quality education. UNICEF supporting the Government of Vanuatu, is dedicated to overcoming these challenges by promoting inclusive education that caters to the needs of all children, including those with disabilities and other marginalized groups.

As of the latest data, according to estimates from the World Health Organization (WHO) and UNICEF, globally, around 10-15% of children experience some form of disability. According to the Ministry of Education and Training (MoET), not all children with disabilities are enrolled in school, with significant gaps in access to quality learning environments, trained teachers, and adaptive learning materials. Moreover, around 36.5% of the population lives below the national poverty line, further exacerbating inequalities in access to education, particularly for rural and remote communities. Despite substantial progress in the education sector, large numbers of children remain outside the education systems. Children with disabilities make up an important proportion of out-of-school children<sup>1</sup>. It is estimated that less than 10% of children with disabilities in the Pacific region have access to any form of education.

MoET has already made significant strides in promoting inclusive education, including the design and construction of the first-ever Inclusive Education Resource Centre (IERC). This initiative aligns with the development of the Bachelor in Inclusive Education program at the School of Education, which is expected to be delivered in 2024. Additionally, MoET has developed several key tools to support inclusive education, including the Vanuatu Students Behaviour Support Plan, Literacy Skills and Access Barriers guide, Parents Facts Sheet on Disability, Medical Conditions, and Giftedness, Quick Reference Disability Identification Tool, Quick Reference Disability Inclusive Teaching Guide, and the Individual Education Plan.

UNICEF, seeks to engage an inclusive education consultant who will provide technical expertise in planning, management, training, coordination and monitoring including providing strategic guidance and support to the MOET in collaboration with the UNICEF Pacific inclusive Education team. The consultancy aims to support MoET in advancing inclusive education in Vanuatu by providing strategic guidance, improving coordination of education activities, fostering collaboration among stakeholders, and monitoring progress to meet goals. Additionally, the consultant will be involved in providing technical expertise on inclusive education to regional activities and to those in other countries in the region. The consultant will work collaboratively with the UNICEF Education team and with counterparts, partners and experts.

## OBJECTIVE / SCOPE OF WORK

The objective of this consultancy is to enhance inclusive education in Vanuatu by providing technical guidance and support to the Ministry of Education and Training (MoET), with a second objective being to strengthen Pacific leadership and technical support on inclusive education through regional- and national-level activities.

### *Vanuatu*

The consultant is expected to provide technical advice to MoET and UNICEF Vanuatu in inclusive education, in the development and review of policies, plans and programmes, including capacity building, focused specifically on inclusive education, as well as in the technical review from an inclusion perspective in other education policies, plans and programmes for other countries in the region, and integration of inclusion in the same.

The expected work covers setting up a coordinated mechanism for managing inclusive education activities across partners. The required deliverables and indicative activities as presented below:

- **Strategic guidance:** Provide strategic guidance to MoET in implementing inclusive education initiatives.
- **Policy Integration and Cross-Sectoral Alignment:** This involves conducting technical reviews and providing inputs to education policies, plans, and programs that are not primarily focused on inclusive education. The goal is to ensure these documents integrate appropriate attention and strategies for inclusion, aligning them with inclusive education principles and objectives.
- **Teaching and Learning / Inclusive Education:** This work involves providing technical support to Ministries of Education in developing, implementing, and reviewing inclusive education teacher training, teaching materials, and parent/community engagement strategies. It includes collecting feedback and incorporating revisions to ensure effectiveness and alignment with inclusive education goals, materials, and approaches. Additionally, provide technical support to the MoET IE team to work on IE teacher Placement Guide which will be used to integrate the IE teachers on the TSC payroll.

- **Capacity development:** Supporting the management of Inclusive Education Coordinators to optimize their impact. Develop further the competencies of the inclusive Education Coordinators, principals and teachers who already received training on: Screening students, writing, reviewing Individual Education Plans (IEPs), referring students for specialist services and assistive devices, communicating with parents, adapting classrooms for children with disabilities, adapting teaching methods for children with disabilities, collecting data via KOBO. To ensure the effective implementation of inclusive activities in schools, the consultant will focus on sustainable capacity training and the development of supporting materials. Adapting teaching methods for children with disabilities.
- **Collaboration:** Establishment of strong stakeholder partnerships to foster a more inclusive educational environment. Network and collaborate with other IE stakeholders who support the MoET in the area of inclusive education, to provide best practices in schools.
- **Monitoring and Evaluation:** Create a comprehensive system to track and assess the progress of initiatives, ensuring alignment with set goals and objectives. This needs to be integrated into existing monitoring and evaluation systems and tools within the MoET.

### ***Pacific Regional Activities***

Beyond Vanuatu, the consultant is expected to provide technical support on inclusive education in the Pacific, including a Pacific regional analysis on inclusive education, the Pacific regional inclusive education taskforce meetings, and other similar activities.

### ***Overall Approach***

Because of the evolving nature of the Education Programme in its responsiveness to changes in national and regional contexts and priorities it is critical that technical support on inclusive education can be provided on an ongoing and as needed basis. An initial workplan will be established in agreement between UNICEF and the consultant, outlining expected process, milestones and timeframe. This will be reviewed and updated on at least a quarterly basis.

The consultant will work with other experts and TA, including those contracted by UNICEF and other partners, and is expected to coordinate supports effectively to ensure seamless and synergetic support to Ministries of Education to ensure the efficiency, relevance and maximum impact of the contribution made.

### **ACTIVITIES, DELIVERABLES AND TIMELINES, PLUS PAYMENT SCHEDULE PER DELIVERABLE**

No	Activity	Deliverables	Estimated time to complete	Payment
1	Prepare an overall workplan to be endorsed by MOET and UNICEF. Prepare a point of situation of children with disability in Vanuatu.	Workplan with Vanuatu and Pacific regional components		
2	Support the MOET in prioritizing Inclusive Education in the 2025 MOET's and UNICEF plans.	Conduct a joint UNICEF and MOET's planning review on inclusive education and add to the 2025 MOET's and UNICEF plans.		

3	<b>Policy Integration and Cross-Sectoral Alignment</b>	<p>Mapping of Inclusive Education Activities, partners, best practice and field observation findings.</p> <p>Review programmes policies and plans.</p> <p>Prepare the inclusive education workshop.</p>		
4	<b>Teaching and Learning / Inclusive Education</b>	<p>Review and create new inclusive education teachers and IE Coordinators training, materials and parent and community engagement strategies ensuring integration into existing teacher professional development systems.</p> <p>Training plans and updated materials for Inclusive Education Coordinators, principals, and teachers.</p>		
5	<b>Capacity development</b>	<p>Collect and integrate feedback from the various partners, finalize the IEP template and guide, secure approval, and prepare for implementation.</p> <p>Competency development reports showing improvement in skills like screening students, writing IEPs, and adapting teaching methods.</p> <p>Develop the Inclusive Education (IE) Teacher Placement Guide which will be used to integrate the IE teachers on the TSC payroll.</p> <p>Support the development/revision of the Individualized Education Plan (IEP), and its guide, and prepare it for Ministry of Education &amp; Training approval.</p> <p>Assist Provincial Inclusive Education Coordinators (PIECs) and health care professionals in engaging with families to prepare children with disabilities for assessment to receive assistive devices.</p>		
6	<b>Collaboration</b>	Creating a positive networking with partners to work in collaboration to		

		enhance inclusive education practice.  Established mechanisms for ongoing collaboration to support inclusive education.  Collection of best practice, when available.		
7	Monitoring and Evaluation	Create a system and set of tools to track and assess the progress of initiatives. Ensure monitoring and evaluation systems and tools are integrated into existing systems for sustainability.  Train a group of participants on how to implement and use the monitoring tool and system.		
8	Cross-country and regional IE support	Assist and provide support to other countries as well as overall technical support to the region.		
	<b>Total</b>			

#### QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES

☐ Bachelors ☒ Masters ☐ PhD ☐ Other

*Provide details of the expected educational qualifications.*

Master's degree in social sciences, inclusive education, psychology or other relevant field. with

At least 7 years of demonstrated experience in inclusive education policies, training, tools and methodologies as well as planning and data analysis.

Strong writing synthesis and analytical skills and report writing experience.

Proven experience in developing HR/teacher development strategies and interventions in inclusive education.

Proven ability to work with a team, including government and non-government bodies, and facilitate consultations with high stakeholder participation.

Previous relevant work experience in Pacific contexts will be required.

Experience in working with UNICEF, other UN agency or regional organization preferred.

Excellent spoken and written English language skills.

#### CONDITIONS OF WORK AND CLARIFICATION ON SUPERVISION

The consultant will be supervised on a day-to-day basis by the UNICEF Vanuatu Education Specialist or Education Officer in coordination with the UNICEF Pacific Education Specialist responsible for Inclusive Education. The consultant will be based and work in coordination with relevant department staff and team of the different Ministry of Education and Training, with regional activities and travel with actors beyond Vanuatu as relevant.

Final approval of deliverables for payment will be done by the UNICEF Education Specialists in consultation with the Pacific Chief of Education.

The consultant is expected to travel within the country for in-person work (estimated 18 days). An estimated three trips outside of Vanuatu (indicative plan is one trip each to Fiji, FSM and PNG). Travel is expected to be coordinated between countries with linking flights for efficiency. When working remotely, the consultant is expected to be available for discussions as required during working hours in the country. All costs associated with the travel are to be included in the total contract value.

#### ADMINISTRATIVE ISSUES

- Individuals engaged under a consultancy contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures. They 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. Consultants 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 selected candidate is solely responsible for ensuring that the visa (applicable) and health insurance required to perform the duties of the contract are valid for the entire period of the contract. Selected candidates are subject to confirmation of fully vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. It does not apply to consultants who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their consultancy contracts.
- The consultant is responsible for providing their own working materials, such as a laptop, internet access, and any other resources necessary to complete the work. UNICEF offers reasonable accommodation for consultants with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the selection process and during your assignment.
- No contract may commence unless the contract is signed by both UNICEF and the consultant.
- Consultant will be required to complete mandatory online courses (e.g. Ethics, Prevention of Sexual Exploitation and Abuse and Security) upon receipt of offer and before the signature of contract. All materials and deliverables produced as part of this consultancy will require formal review and approval by UNICEF to ensure they meet the organization's standards and align with the overall objectives of the project.

#### GUIDANCE FOR APPLICANTS

- This consultant is for individual consultants only. Candidates are requested to submit a brief technical proposal and CV.
- Candidates are asked to submit a **separate financial offer** along with their application. The financial proposal should be a **lump sum amount for all the deliverables** and should show a breakdown for the following as applicable:
  - Monthly / Daily fees: based on the deliverables in the Terms of Reference above
  - Travel: economy air ticket where applicable to take up assignment and 6 field missions travel
  - Living allowance: where travel is required
  - Miscellaneous: to cover visa, health insurance (including medical evacuation for international consultants), travel insurance, communications, and other costs