

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS

Title: International Consultant for Inclusive Education Training Programme Design	Funding Code: 0860/A0/06/602/002/09 (SC180084)	Type of engagement: <input checked="" type="checkbox"/> Consultant	Duty Station: Beijing, China
<p>Purpose of Activity/Assignment:</p> <p>The belief that every child has a right to a quality education is at the core of UNICEF's human rights approach to education. Quality education can only be achieved when each and every child, including the most marginalized and excluded children including children with disabilities, is in school receiving an inclusive quality education that provides them with the learning required for life.</p> <p>UNICEF has been working with the Ministry of Education, local counterparts, and communities to provide the country's most disadvantaged children with inclusive quality education. In 2021, UNICEF initiated the Inclusive Education Project together with the Department of Teacher Affairs, Ministry of Education. It aims to improve the education system towards inclusion not only for children with disabilities but also for all. This is expected to be achieved primarily through an improved pre-and-in-service teacher training system. Building capacities at provincial and local levels to implement and sustain project interventions remains one of the key strategies to achieve the inclusive education programme goal.</p>			
<p>Scope of Work:</p> <p>In partnership with the implementing partner, the Research Centre of Inclusive Education based at East China Normal University, UNICEF has developed a set of training materials. These materials target education administrators, pre-and-in-service teachers in primary and junior secondary schools, and other local experts (The key components are displayed at the end of this section). It is crucial to provide effective training to local trainers¹ through a train-the-trainer approach. This ensures optimal implementation of cascading the capacity development process down to the school level within UNICEF supported pilot areas.</p> <p>To achieve this, we are seeking an experienced international consultant who can design and deliver participative training for both principals and teachers. This training will be based on the developed materials, international best practices, and contextual considerations. The consultant's responsibilities include:</p> <ul style="list-style-type: none"> • Capacity Building Strategy: Develop capacity-building strategies in alignment with project goals. • Training Programme Design: Collaborate with UNICEF staff, local experts, and trainers to create a robust training curriculum. • Workshop Delivery: Train the local trainers to conduct two sets of training workshops for two groups of people—one for principals and another one for teachers. Each group will consist of 50-60 participants. The workshops are scheduled for April (principals), June (teachers), September (principals), and November (teachers). Each workshop will span approximately 3 days. • Monitoring and Evaluation: Monitor and Assess the effectiveness of the training program. <p>The training is expected to encompass a comprehensive approach to inclusive education. The key components below are designed to empower practitioners and educators, ensuring a holistic understanding and effective implementation. The training is expected to be delivered using participatory methods, placing learners at the center. By encouraging active engagement and experiential learning, we aim to create a vibrant and inclusive educational environment.</p>			

¹ Including professional trainers from the local training centres and resource teachers in general and special schools.

- **Key Concepts of Inclusive Education:** These concepts elucidate why general schools should be at the forefront of inclusive education efforts. Practitioners gain insights into the rationale behind this approach and learn to define inclusive education within their unique local contexts.
- **Model for Whole School Implementation:** A robust model or framework guides schools in their journey toward inclusivity. This holistic approach ensures that every aspect of the school environment—from policies to classroom practices—supports diverse learners.
- **Universal Learning Design Principles and Practices:** Transforming teaching and learning lies at the core of inclusive education. Educators explore universal design principles, adapting their methods to cater to diverse student needs.
- **Creating Barrier-Free School Environments:** Strategies to establish an accessible and welcoming school environment are crucial. From physical infrastructure to curriculum adaptations, these principles ensure that no student faces unnecessary barriers.
- **School-Family-Community Cooperation:** Collaboration among schools, families, and communities fosters an inclusive ecosystem. Educators learn effective ways to engage parents, guardians, and community members in supporting student learning.
- **Practical Leadership Strategies for Principals:** Principals play a pivotal role in driving inclusive practices. Practical tools and leadership strategies empower them to create positive change within their schools.
- **Teachers' Professional Development and Well-Being:** Teachers are the heart of inclusive education. Equipping them with practical tools and emphasizing their well-being ensures effective classroom practices.

Work Assignments Overview	Deliverables/Outputs	Delivery deadline (tentative)	Estimated working days
1. Devise the capacity-building strategies based on the theory of change of the project and the project's annual work plan.	The working paper on the capacity-building strategies	15 March	10 days
2. Develop the training programme/curriculum and evaluation methodology based on the developed training materials, and through discussions with UNICEF staff and the local teams.	The draft training programme/curriculum with a section on evaluation methodology	05 April	20 days
3. Refine the training programme/curriculum with UNICEF staff and the local trainers through workshops preferably onsite.	The final training programme/curriculum	April June September November	8 days
4. Train the local trainers on facilitating participative training.	The local trainers are equipped with the capacity to deliver participative training for principals and teachers	April June September November	8 days
5. Monitor the four training workshops and provide on-site support and guidance at the four training workshops.	Four reports to document the key observations and findings at the workshops	April June September November	20 days
6. Assess the effectiveness of the training programme.	The assessment report	1 December	10 days

<p>Minimum Qualifications required*:</p> <p><input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p>Enter Disciplines</p> <p>*Minimum requirements to consider candidates for competitive process</p>	<p>Knowledge/Expertise/Skills required *:</p> <ul style="list-style-type: none"> • Minimum ten years of professional experience in teacher and principal training, specifically focused on inclusive education. • Hands-on experience in designing and delivering participative training workshops for both teachers and principals. • Proven track record in international consultancy, working with overseas countries and/or international organizations. • Previous engagement with UN agencies is considered an asset. • In-depth understanding of China’s education context is required. • Excellent writing and speaking skills in English. Knowledge of Chinese is a strong asset. • A collaborative team player with strong communication skills. • Ability to work effectively within tight deadlines. <p>*Listed requirements will be used for technical evaluation in the competitive process</p>