

TERMS OF REFERENCE FOR INSTITUTIONAL CONTRACT

Type of Contract	Institutional Contract
Title	Develop a National Remediation and Enrichment Teaching Programme.
Location	Gaborone, with extensive travel to public schools across the country, Botswana
Duration	12 – 24 months
Start and End Dates	January 2020 –December 2021
Reporting to	Director, Basic Education, Reference Committee and UNICEF Botswana Education Specialist

BACKGROUND

Remedial teaching is the type of teaching aimed at correcting errors or gaps in skills, attributes and knowledge. The instruments used in this type of teaching diagnose the gaps in learners’ knowledge, skills and attributes; with the view to implement strategies to rapidly closing these gaps and ensuring learner weaknesses are addressed. Enrichment is the type of teaching aimed at extending the teaching and learning by providing learners with opportunities to engage with more advanced and diverse skills, attributes and knowledge. Remedial and enrichment aim to provide learners with motivation, enhance retention and improve learning outcomes. As such, whilst there is an initial cost to remedial and enrichment interventions these should improve the overall efficiency and effectiveness of the education system in the medium and long-term.

In August 2016, the Department of Basic Education with the assistance of UNICEF commissioned a small, rapid study in selected primary schools in Gaborone and surrounding areas to establish the existence of remediation programmes in public and private primary schools.

The results of the study indicate that remediation programmes exist in both public and private primary schools. However, programmes in private schools are structured while those in public schools are unstructured and conducted on an ad hoc basis. The study also indicated the need to develop a remediation programme which can be institutionalised in primary schools, as well as feed into the training of teachers during pre- and in-service trainings. Even though the study did not mention anything on enrichment, the practice is that learners are often not supported in a structured manner to extend their capabilities beyond the curriculum standards. Therefore, the assignment will incorporate both remediation and enrichment intervention in schools.

Training teachers in both remediation and enrichment methodologies is especially important to equip them with knowledge and skills to teach mixed-ability classes, enable them to identify learners with learning difficulties and/or gaps, learners that can benefit from extended and diverse opportunities and develop remediation and enrichment strategies.

Currently most learners reach higher classes and even proceed to secondary level without mastery of basic reading and writing skills. In the advent of inclusive education there is increasing diversity in the classroom set-up which necessitates effective identification of children with additional learning needs. During the implementation of the Revised National Policy on Education (RNPE, 1994) positions of Head of Department (HOD) Learning Difficulties were established in all primary schools with the view to identify learners with Special Education Needs (SEN), provide remediation, enrichment and additional support to ensure maximum participation in education. The majority of

these post holders have basic training in special education, but lack expertise in the provision of remediation and enrichment support which impact negatively on academic achievement for learners with SEN and other children with learning challenges. One consequence of this competency gap among HOD/LD teachers is that a large number of underachieving learners are referred to Central Resource Centre (CRC)¹ for Special Education without being appropriately screened, when they could potentially only require more focused remedial teaching and learning experiences. In an effort to implement RNPE, the Education and Training Sector Strategic Plan (ETSSP) has prioritised the development of compulsory remediation and enrichment programme to be institutionalised in all primary schools. This also aligns with Policy Goal #2 of the Inclusive Education Policy (2019:9), which states “Teachers will have the skills and resources to enable children of different abilities to learn effectively”.

Over the past few years, Botswana has experienced declining pass rates across public schools. This is attributed to low learning achievement and poor/low acquisition of basic literacy and numeracy. To address some of these challenges the Ministry of Basic Education seeks to develop a comprehensive Remediation and Enrichment Programme which will be aligned to the learning principles of Outcome Based Education as outlined in the General Education Curriculum and Assessment Framework (GECAF). The findings and recommendations from this assignment will inform a future remediation and enrichment programme for pre-primary, primary and lower secondary learning environments.”

To develop a comprehensive remediation and enrichment (R&E) programme that will be institutionalised in all public schools, the assignment will involve undertaking a study with a representative sample of schools (estimated 10% of schools (primary and secondary schools) in the 10 Education regions); with particular emphasis on schools in remote areas which historically have been performing much below expectation and those that are high performing to learn factors that support high performance. The study is also meant to review, validate and extend the findings of the small, rapid study that was conducted in 2016 (1a). This will then inform the design and development of all elements of the national comprehensive R&E programme (or adapting existing) (1b). Upon successful completion of this phase 1 and dependent on available resources, the institution leading the contract will be contracted for a phase 2, to support the implementation of the approved programme in pre-defined areas.

An expert institution with a mix of skills on international trends in diagnostic learning assessment, remedial and enrichment strategies across social emotional learning, behaviour, creativity and life skills and 3Rs (reading, writing and arithmetic), and skills on outcome-based education (OBE) is needed for this assignment. The institution is expected to build a team combining of international and Botswana experts, with a view in part of developing capacity in Botswana in these areas.

SCOPE OF WORK

The consultancy is structured in two phases. phase 1 involves a national study to identify and extrapolate possible local and international remediation and enrichment best practices for Botswana, assess the readiness (and thus support required) for schools and classrooms to take on R&E approaches, and develop the national remediation and enrichment programme including a roadmap with clearly articulated costed plan, modalities/models and guidelines relevant for teaching and learning in Botswana. Upon successful completion of phase 1, and dependent on available resources,

¹ CRC is where learners with special education needs are assessed to determine their appropriate placement.

the institution will be engaged to work on phase 2 of the assignment which will be the implementation of the approved R&E programme in pre-defined pre- primary, primary and lower secondary schools.

Goal and Objectives:

The consultancy is aimed at supporting UNICEF efforts to assist the Government of Botswana to develop a comprehensive remediation and enrichment programme for pre-primary, primary and lower secondary schools. Phase 1 has the following objectives:

- To conduct a study on challenges of learning in Botswana and analyse remediation and enrichment practices in Botswana and internationally.
- Develop a frame for the comprehensive evidence-based and locally relevant remediation and enrichment programme.
- Develop the R&E programme
- Develop an Implementation plan (costed) and Monitoring, Evaluation and Learning strategy for the programme.

Phase 2 would support implementation of the R&E programme for two years.

Phase 1 activities and tasks:

The study will analyse the current practice on remediation and enrichment in Botswana and the region. It will inform the development of the comprehensive remediation and enrichment programme. This phase will address the following key areas:

- 1) National study that will involve desk study and primary research into a nationally representative sample of schools that will:
 - a. Assess challenges that hinder learning in schools.
 - b. Assess teachers' R&E practices and assessment of the barriers that they face in including R&E practices within their school days and teaching time.
 - c. Review national, district and school leader level capacities (including financial resources) to support and encourage new R&E practices (e.g. what do school leaders, inspectors and district education officers do? Are they likely to support R&E processes?).
 - d. Review active relevant programmes as well as studies undertaken of the same in Botswana and elsewhere as relevant.
- 2) The study will provide insights and recommendations on:
 - a. Lessons learnt on implementing R&E programmes in Botswana and internationally
 - b. The proposed R&E modalities and approaches that would work in Botswana
 - c. The priority schools where remediation and enrichment would have the most impact from an equity perspective.
- 3) A roadmap for a comprehensive evidence-based and locally relevant remediation and enrichment programme in order to improve learner performance in social-emotional and behaviour skills, core literacy and numeracy skills. This would include:
 - a. Overall approach
 - b. Frame of the R&E programme
 - c. The development (or adaptation of existing resources) of the remediation and enrichment programme including all relevant tools and materials.
 - d. Implementation plan, following a pilot=>evaluate=>improve=>expand locations cycle
 - e. Monitoring and Evaluation and Learning (MEL) plan

- f. Risk assessment
- g. Costs of implementation for Government of Botswana.

Phase 2 activities and tasks: Implementation of the programme according to the phase 1 plan.²

EXPECTED DELIVERABLES AND REPORTING REQUIREMENTS

Phase 1: study, design and development

Deliverable	Estimated Deadline	Additional notes
1a. Approved inception report that would include: <ul style="list-style-type: none"> - Interpretation of assignment - Proposed study methodology - Detailed work plan for phase 1³ 	February 2020	Face-to-face meeting to present the inception report.
1b. Approved Study Report (with elements noted in phase 1 activities and tasks 1) and 2) above)	May 2020	Face-to-face meeting to present and review findings
1c. Approved frame for a comprehensive evidence-based and locally relevant remediation and enrichment programme	June 2020	Face-to-face meeting to present and review model
1d. Approved programme and all relevant tools and materials (developed/adapted), which have been tested with children, teachers and other stakeholders (with elements noted in 3) above)	September 2020	Remote submission.
1e. Test programme using MEL strategy from phase 1. Field test the remediation and enrichment programme (estimated 50 schools) <ul style="list-style-type: none"> - Analysis, compilation and presentation of field-tested programme Evaluation of test	October 2020	Face-to-face meeting to present and review
1f. Revised programme and costed scale-up plan, which would include: <ul style="list-style-type: none"> • Refined programme (including all elements) • National roll-out/scale-up implementation plan – including MEL strategy and tools • National R&E Programme policy (draft) • Recommendations and lessons learnt. 	December 2020	Face-to-face meeting to present and review final model and plan

² Bidders are expected to show that they have the skills to support implementation as well as the phase 1 research and programme design. However, bidders are only expected to cost phase 1 in their proposal.

³ In Phase I, it is proposed that the key team members would be in Botswana for a minimum of 30 days continually. This will allow the consultant to engage with the Government particularly the Reference Group and Director Level on a regular basis. The workplan would take this into consideration.

Phase II: Implementation

Deliverables	Estimated Deadline	Additional notes
2a. Approved phase 2 inception report that would include: <ul style="list-style-type: none"> - Summary of phase 1 proposals - Detailed work plan for phase 2⁴ 	Feb 2021	Face-to-face meeting on the inception report.
2b. Capacity development of selected teachers on the use of the R&E programme. <ul style="list-style-type: none"> - Training material - Training plan Support Implementation in predetermined schools <ul style="list-style-type: none"> - Report on lessons learnt 	March 2021-December 2021	In country training and support. In country implementation support.

DESIRED COMPETENCIES, TECHNICAL BACKGROUND AND EXPERIENCE

UNICEF seeks an institution with team members that have the following qualifications:

- Lead consultant should have a Doctoral Degree in Educational Psychology/School Psychology with a minimum of 7 years’ experience in similar work, with traceable references.
- The team must have a mix of educational background with a minimum of Masters University Degree in Special Education with a specialisation in Remedial Teaching; Masters University Degree (doctoral degree is preferred) in Education or related social sciences with specialization on monitoring/or assessment in Education.
- Experience in development and implementation of remedial or structured pedagogy/holistic learning programmes is a requirement.
- In depth knowledge and experience in assessment, monitoring performance and design of responsive education interventions;
- Extensive experience and demonstrated awareness of international best practices on 3Rs
- Minimum of 7 years’ experience in education or education monitoring and/or assessments; preferably in Sub Sahara Africa. Proven knowledge of Outcome Based Education Assessment will be an added advantage. A minimum two of traceable reference of similar work.
- Demonstrated ability to effectively cooperate with Government and other stakeholders;
- Extensive experience in research/data analysis and management in Government in a developing country.
- Excellent analytical, research and report writing skills;
- Effective communication and relationship-building skills.
- Consortium will be considered as long as there is a clear lead. Partnership with local consultant/NGO/Researchers is recommended.

The selected institution must provide UNICEF with a Certificate of Incorporation and other documentation that this is a registered company or institution. The institution should come with enough human resources to complete the assignment within the desired timeframe. Up-to-date

⁴ In Phase 2, it is proposed that the key team members would be in Botswana for a minimum of 30 days continually. This will allow the consultant to engage with the Government particularly the Reference Group and Director Level on a regular basis. The workplan would take this into consideration

CVs/resumes of proposed team members should be included in the submission of a technical proposal.

ADMINISTRATIVE ISSUES

Under the guidance and direct supervision of Director MOBE and UNICEF Education Specialist, the selected institution will work closely with the Technical Team comprising of key staff from MOBE, University of Botswana, and Ministry of Tertiary Education, Research, Science and Technology (MOTE).

CONDITIONS

- UNICEF will not provide laptops or desk top computers. The Contractor will provide own laptops.
- The Ministry of Basic Education will provide office space and will provide office supplies, and printing of questionnaires.
- The consulting firm will budget for printing of reports to be used during this consultancy.
- Travel within the country for field work will be covered by the Government.
- As per UNICEF DFAM policy, payment is made against approved deliverables. No advance payment is allowed unless in exceptional circumstances against bank guarantee, subject to a maximum of 30 per cent of the total contract value in cases where advance purchases, for example for supplies or travel, may be necessary”.
- The team/firm selected will be governed by and subject to UNICEF’s General Terms and Conditions for institutional contracts.

PAYMENT SCHEDULE

Bidders are expected to make a financial proposal for phase 1 only. This payment schedule is for phase 1.

Instalments	Phase 1 Deliverables
10%	Approved Inception Report (deliverable 1a)
40%	Approved Study Report and Programme Frame (deliverable 1b&c)
50%	Approved R&E programme (deliverable 1d-f)

TECHNICAL EVALUATION CRITERIA AND RELATIVE POINTS

The bidding institutions will be assessed based on agreed criteria. The applicants will firstly be evaluated on their technical capacity by a panel composed of UNICEF and MOBE. After this, a Financial evaluation will be conducted. The ratio between technical and financial offer weight will be 70/30 and only applicants who will receive a minimum of 55 points under a technical evaluation will be considered technically compliant and assessed on price proposal. The criteria for evaluating the submissions of proposals/bids are as below:

Technical Criteria	Description of Technical Sub-criteria	Maximum Points %
Overall Response	Completeness of response (i.e. includes all relevant elements: Organisation statement, programme proposal, personnel cvs,	Yes/no criteria

Technical Criteria	Description of Technical Sub-criteria	Maximum Points %
	evidence of similar work etc).	
	Overall concord between RFP requirements and proposal	10
<i>Maximum Points</i>		10
Institution & Key Personnel	Range and depth of qualifications and experience by the applicant and team members with similar projects. Clarity on proposed team members for the assignment and roles and responsibilities.	20
	Range and depth of experience by the institution with similar projects	10
	Number of customers and size of previous projects.	5
<i>Maximum Points</i>		35
Proposed Methodology and Approach	Proposed Methodology for this project	15
	Proposed Work Plan to accomplish the Project	10
<i>Maximum Points</i>		25
Total Score for Technical Proposal		70
Minimum Acceptable Score for Technical Proposal		55
Financial proposal		30

RISK ASSESSMENT

Some activities may be delayed if the approval for the research permit is delayed, as well as feedback and inputs from key stakeholders are delayed. The selected institution will work closely with UNICEF Education Specialist for the respective follow-up.