

TERMS OF REFERENCE FOR INSTITUTIONAL CONTRACT

Type of Contract	Institutional Contract
Title	Development of National Learner Support Service Level Standards & Monitoring and Evaluation tools for Learner Support Programs
Location	Gaborone, Botswana
Duration	4 Months
Start and End Dates	September –December 2022
Reporting to	UNICEF Education Specialist & Deputy Representative

BACKGROUND AND JUSTIFICATION

The Department of Special Support Services, under the Ministry of Education and Skills Development (MESD) was established in 2011 to drive the coordination and development of policies, programmes, and strategies of learner support services through provision of robust Guidance and Counselling, and Special Education in education and training. The Departmental Headquarters office as an overarching office is mandated to carry out monitoring and evaluation of these learner support policies and programmes to determine efficacy in the implementation of learner support and as well use the monitoring data to inform programming at a national level. The Ministry of Education and Skills Development is demarcated into ten (10) regions and the Department of Special Support Services regional offices are tasked with the implementation and operationalization of the learner support policies, programmes and services.

There is increasing realization that comprehensive learner support services is at the heart of any progressive education system and ensures that positive learning outcomes are attained. The Sustainable Development Goals clearly encapsulates the importance of learner support through its call for inclusive and equitable quality education; and promotion of psycho – emotional well-being. Botswana has shown commitment and great strides in upholding the principles of providing education for all through its learner support policies as outlined in the Revised National Policy on Education (RNPE, 1994); the Policy Guidelines on the Implementation of Guidance and Counselling in Botswana’s Education System (1996); and Inclusive Education Policy of 2011.

Schools are expected to deliver a comprehensive Guidance and Counselling Program which addresses the four main areas being Personal, Social, Educational and Vocational Guidance including Counselling Services. These are offered through a timetabled lesson for every class and lifeskills programs. The Guidance and Counselling services are offered to all learners including Learners with Special Educational Needs (LSEN). A continuum of placement was established to enable children with diverse disabilities to be placed in appropriate educational settings that can effectively meet their needs. Such a continuum range from placements in regular schools to self-contained special education units for learners with severe intellectual disabilities and resource classes for those with sensory impairments. The key goal is to place LSEN in regular inclusive schools and there is a total of **2134** learners in self contained special education units. Schools are expected to provide a range of special education support services through the support of the School Intervention Team and this may include adaptation of curriculum and pedagogy; individualized education planning; use of adaptive technology and assistive devices. The Government of Botswana continuously seeks measures and interventions to improve access, equity and the quality of education for all learners; hence well-structured learner support services are pivotal to this endeavor.

The delivery of learner support services requires rigorous monitoring and evaluation for improved academic learner performance, retention, completion and holistic development of future citizenry. It is therefore imperative that programs are aligned to Vision 2036, SDG 4 and the Education and Training Sector Strategic plan (2015) of the Ministry of Education and Skills Development. The program should also be aligned to the RESET agenda geared towards transforming Botswana from a resource to a knowledge based economy.

Justification

The National Learner Support Services Standards (NLSSS) for Botswana are essential to ensure:

- Harmonization between policy and practice
- Standardization of provision of learner support in the education system across the ten regions
- Quality assurance in the learner support services
- Appreciation of trends in learner support services nationally to inform policy and program development

Objective of the Consultancy

The purpose of this consultancy is to develop and standardize monitoring, evaluation and reporting processes through set service level standards and tools of the learner support services policies and programmes across the 10 education regions to ensure effective delivery of learner support in the Ministry of Education and Skills Development. The consultancy will develop Service Level standards for provision of Special Education and Guidance and Counselling as the critical areas of learner support and develop monitoring tools for Learner support programmes. The consultancy will further capacitate the relevant government officers to enable roll out and institutionalization of the developed monitoring processes, practices and tools.

Methodology

The consultancy is planned for Botswana with in-country travel. The service provider should outline the concrete methodology as part of their (i) technical proposal and (ii) finalized in the *Inception Report*. At this stage, the methodology will encompass primary and secondary data gathered and analyzed by qualitative and quantitative methods.

The service provider is expected to provide a comprehensive methodological approach especially considering the broad key stakeholders that need to be actively engaged for the successful completion of the assignment.

SCOPE OF WORK

The overall goal of the consultancy is to support the development of National Learner Support Service Standards for the provision of learner support services which comprised of Special Education and Guidance and Counselling in regular inclusive schools, special education units and residential education settings. This will extend to those funded Non Governmental Organizations that offer special education. In addition the consultancy will develop monitoring and evaluation framework and tools for learner support policies and programs. The consultant will further capacitate officers at regional and headquarters level responsible for overseeing learner support services for efficient and effective implementation and monitoring of the National Learner Support Service Standards.

Tasks/Milestone:	Deliverables/Outputs:	Timeline	Payment schedule (%)
1. The Inception Report should outline in detail the overall research methodology and key research questions; timeline of activities and workplan; desk review of all learner support policies and standards for Guidance and Counselling and Special Education Policies, Curriculum Guidelines, Functional Curriculum and existing tools.	<ul style="list-style-type: none"> - Approved inception report detailing a summary of key literature review, methodology, proposed work plan and best experiences from the world. - Presentation to the Reference team 	2 weeks (10 working days)	20%
2. Undertake a needs assessment and analysis on provision of care and education for special education needs and Guidance and Counselling in Botswana. Consultant is expected to undertake a mapping and analysis of Public schools/centres, NGOs and Private Sector entities that currently offer Guidance and Counselling; Care and Education for Learners with Special Educational Needs in stimulation or early childhood programs, schools, day care centers and Residential Education Settings . 2.1 Compare service standards to the Regional and Global standards and identify gaps or strengths where applicable and make recommendations.	<ul style="list-style-type: none"> - Approved needs assessment report based on field visits and consultation in the identified 3 regions and Presentation of report to both Technical and Reference Committee. - PPT - A detailed report of the assessment 	3 weeks (20 working days)	10%
3. Develop Comprehensive National Learner Support Service Standards (NLSSS) for Ministry of Education and Skills Development in Botswana as indicated: a. Care and Education for Special Education Needs - (Standards should provide for the different disabilities; identification and screening; curriculum, infrastructure, special education support, resourcing and personnel; transition coordination; management of learner special education records; parental involvement and consent; care and protection; required for quality care and education for SEN. b. Guidance and Counselling : Standards for provision of Psychosocial Support in schools across over levels. c. Standards for comprehensive and Contemporary Guidance	<ul style="list-style-type: none"> - Final National Learner Support Services Standards (NLSSS) - Care and Education for Special Education Needs: (Standards should provide for the different disabilities; identification and screening; curriculum, infrastructure, special education support, resourcing and personnel; transition coordination; management of learner special education records; parental involvement and consent; care and protection; required for quality care and education for SEN). - Guidance and Counselling: Standards for provision of Psychosocial Support in schools. 	5 weeks (30 working days)	50%

<p>and Counselling program: particularly in light of the current challenges exacerbated by covid 19</p> <ul style="list-style-type: none"> - Development of Monitoring and Evaluation framework and tools including a checklist that will be used to monitor implementation of learner support policies, standards and programs. 	<ul style="list-style-type: none"> - Standards for comprehensive and Contemporary Guidance and Counselling program: 5 professionally printed and bounded standards professional document. - Final monitoring and evaluation framework and tools for learner support Policies, Standards and Programs 		
<p>4. Capacity Building of Staff on the programmes service level standards and M & E tools.</p> <ul style="list-style-type: none"> - Development of a training programme - Train Ministry Officers who will be conducting the monitoring on the standards and use of the monitoring and evaluation tools - Final report - Submit final report of the overall assignment 	<ul style="list-style-type: none"> - Training programme for MESD approved. - Training Workshop for 60 staff from MESD conducted. - Training manual (print and digital) approved and available. - Comprehensive Training report available. - Final detailed report available 	<p>2 weeks (10 working days)</p>	<p>20%</p>

The proposed timeframe is approximately 70 days over five (4) months, from September 2022 until December 2022.

DESIRED COMPETENCIES, TECHNICAL BACKGROUND AND EXPERIENCE

Based on prior experience, it is anticipated that each team will require personnel in areas such as:

Team Leader & Senior Consultant (International)

- The Senior consultant will act as the Primary Lead for the consultancy . The person must have an Advanced University Degree in Special Education; Educational Psychology, Guidance and Counselling or related fields ; A minimum of 8 - 10 years demonstrated practical experience in developing programme design or planning in Special Education and Guidance and Counselling. Traceable experience in preparing quality government policy documents, implementation plans, strategy documents and reports is a requirement. Practical experience in programme development for Guidance and Counselling Care and Special Education implementation plans. Demonstrable knowledge of Special Education, Guidance and Counselling; Educational psychology or related experience is a requirement. Demonstrated ability to effectively cooperate with Government and other stakeholders; Exhibit strong oral and written communication skills in English. Excellent inter-personal, communications skills, public presentation and advocacy skills. Computer literate. Experience with systems and applications relevant to the specific work area. Knowledge of regional education systems.

Consultant (National):

- The consultant should have an Advanced University Degree in Monitoring and Evaluation; Special Education; Educational Psychology, Guidance and Counselling or related fields. A minimum of 10 years demonstrated practical experience in developing programme design or planning in Special Education and Guidance and Counselling. Traceable experience in preparing quality government policy documents, implementation plans, strategy documents and reports will be an advantage. Practical experience in programme development for Guidance and Counselling Care and Special Education implementation plans. Demonstrable knowledge of Special Education, Guidance and Counselling; Educational psychology or related experience is a requirement. Demonstrated ability to effectively cooperate with Government and other stakeholders; Exhibit strong oral and written communication skills in English. Excellent inter-personal, communications skills, public presentation and advocacy skills. Computer literate. Experience with systems and applications relevant to the specific work area. Knowledge of local and regional education systems. The consultant should be a solid and efficient communicator and capable of solving programmatic and partnership challenges in complex environments. Fluency in English and Setswana is necessary.

Provide names and full CVs of the **team directly working on the assignment**. Appropriateness of the proposed team; good staff combination in relation to the respective tasks and expected outputs; and relevant prior experience of similar scope and complexity. demonstrate the role of the team members in the assignment.

All proposed team members must demonstrate respect for UNICEF's core values and must demonstrate flexibility and innovative thinking in the face of complex and often changing circumstances.

All team members must have fluency in oral and written communication in English, which will be the primary language of communication.

Proven ability to access and provide recognized specialists with national and/or international reputations in their area of expertise;

For each category of expert, bidders are requested to provide a daily rate.

Provide names and full CVs of the review team directly working on the assignment. Appropriateness of the proposed team; good staff combination in relation to the respective tasks and expected outputs; and relevant prior experience of similar scope and complexity.

All proposed team members must demonstrate respect for UNICEF's core values and must demonstrate flexibility and innovative thinking in the face of complex and often changing circumstances.

All team members must have fluency in oral and written communication in English, which will be the primary language of communication.

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

ADMINISTRATIVE ISSUES

The selected firm team leader will be directly accountable for the delivery of this consultancy to the UNICEF Education Specialist and the Deputy Representative who acts in consultation with the Department of Special Support Services- Ministry of Education and Skills Development. The service provider shall regularly engage with the Education Specialist and Deputy Representative and to seek guidance and approvals.

CONDITIONS

- UNICEF will not provide laptops or desktop computers. The Contractor will provide own laptops.
- The consulting firm will budget for the printing of reports to be used during this consultancy.
- Travel within the country for fieldwork where applicable will be covered by the Government and UNICEF.
- 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, maybe necessary".
- The team/firm selected will be governed by and subject to UNICEF's General Terms and Conditions for institutional contracts.

TECHNICAL EVALUATION CRITERIA AND RELATIVE POINTS

Technical proposal evaluation criteria will be based on the following:

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, evidence of similar work etc.).	Yes/no criteria

Technical Criteria	Description of Technical Sub-criteria	Maximum Points %
	Overall concord between RFP requirements and proposal	10
Maximum Points		10
Institution & Key Personnel	Range and depth of qualifications and experience by the applicant and team members with similar projects. Technical skills, relevance for consultancy. Clarity on proposed team members for the assignment and roles and responsibilities.	25
	Range and depth of experience by the institution with similar projects	10
Maximum Points		35
Proposed Methodology and Approach	Proposed Methodology for this project	15
	Proposed Work Plan to accomplish the Project	10
Maximum Points		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.

Proposals should be sent to:

BTW_procurement@unicef.org

cc ritumeleng@unicef.org

Closing date for Submission: **4th October 2022 at 1700 HRS**

Any enquiries regarding this advert should be sent to the above emails