TERMS OF REFERENCE FOR INSTITUTIONAL CONTRACTORS

Title of the assignment
Support development of Resource Centres (RCs) in Serbia with diverse functions aimed to support teachers, parents and students based on their individual learning needs

Background and Justification:

Inclusive education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion from education and from within education (UNESCO). Serbian legal and policy framework does not have an explicit definition of inclusive education, but many provisions support the approach in which inclusive education is seen as a quality education providing achievement of full potential of every child, young person and adult (Education Development Strategy 2030, 2021).

Reform measures have been taken since 2009, resulting with the comprehensive institutional and policy framework for inclusive education (IE). Policy and legislative framework introduced non-conditional enrolment of children with disabilities in mainstream education, revised system of assessment and provision of adequate additional support for learning, IE teams in all schools in Serbia and intersectoral-committees in all municipalities. Moreover, significant efforts are invested in capacity-building of teachers and schools, Network for Support to Inclusive Education (NSIE) was created and supported, network of advisors-external associates as support mechanisms to schools, teachers and children has been developed, pedagogical assistants, assistive technologies (AT) and resource centres have been introduced. In August 2021, MoESTD adopted the new Rulebook on Resource Centre (Official Gazette RS, 80/2021) governing resource centres as a new form of support to the education of children with disabilities, including through timely and efficient provision of relevant assistive technology. In April and June 2022, ten education institutions have been granted with the status of resource centre, by the ministerial decisions and in line with the criteria provided in the Rulebook. The Rulebook provides that the education institution granted with the resource centre status, shall align its legal documents (Statute, organization and working rules) with the Rulebook.

However, 12 years after the introduction of IE, many children with disabilities, Roma children and those from poor households and living in rural areas are still lagging behind and are less likely to benefit from inclusion in mainstream education. Although the number of children with disabilities in special schools decreased, in 2020/2021 school year 4,204 primary school children and 2,320 secondary school children were enrolled in special schools and classes. The number of children supported based on an Individual Education Plan (IEP) in mainstream schools is increasing - from 4,826 (2014) to 8,891 (2021) for IEP1 and from 3,018 (2014) to 5,449 (2021) for IEP2 (SROS and MoESTD), but this still includes only 2% out of the estimated 12% of children in each generation that need of additional support. Furthermore, Multiple Indicator Cluster Survey (MICS, 2019) revealed that primary education completion rate for children living in Roma settlements is still below the national average (64% vs. 100%).). In addition, the secondary school attendance and completion rates are significantly lower for children from Roma settlements compared to the general average (28% vs. 94%; and 61% vs. 98%). When it comes to children from low socio-economic status, 79% attend secondary school as opposed to the general average of 98%. The COVID-19 pandemic has revealed additional challenges as the sudden transition to distance learning has left many children behind. In primary education, 17% of Roma students, 4% of students with disabilities, and 6% of students' other vulnerable groups, did not participate in distance learning, while this held true for 9% of Roma students, 3% of students with disabilities and 33% of students from other vulnerable groups in secondary education (MoESTD, 2020).

UNICEF and Ministry of Education, Science and Technological Development in 2021, started the 3-year project: Enhanced Equal Access to and Completion of Pre-University Education for Children in Need of Additional Support in Education that is being supported by EU. The project is addressing challenges in implementation and improvement of inclusive education as a key support to MoESTD for further advancement of inclusive education agenda. One of the main objective is   to support resource centres established by MoESTD (educational institutions that were granted with the status of Resource Centres (RC) to develop functions and practices of resource centre and provide support services to inclusive education of children with disabilities). It is

expected that RCs will provide support to children, students and adults with disabilities, their parents and teachers and education institutions, through support creation of accessible learning environment, adjustment of didactic materials, assessment of needs, provision and management of assistive technologies, etc. RCs will be supplied with assistive technologies and will receive grants to further develop needed inclusive functions and to support schools, teachers, learners and their parents.

Purpose of the assignment:

The purpose of the assignment is to support the Government of Serbia and MoESTD to develop resource centres as support mechanisms to mainstream schools to provide inclusive and enabling settings for the learning of children with disabilities. Through the assignment, support will be provided to the MOES to increase capacity of newly established resource centres to develop the knowledge and skills of professionals to perform functions and practices for including children with disabilities education in mainstream schools and their natural environment, including the provision of AT, as well as to increase competences of other actors relevant to AT provision and enhanced support to children through resource centres' functions, such as intersectoral committees and mainstream schools.

Work Assignments and Deliverables

The assignment is to support the development of RCs' functions and practices as support to the learning of children with disabilities, capacity building of RCs' staff and members of intersectoral committees (ISCs), relevant to the functions, and practices of RC, including the provision of AT, development of online AT catalogue, undertaking Feasibility Study on establishment of the National Centre for AT, and the national model of financing of AT provision and management.

The first component of the assignment is to provide support to at least ten RCs to develop diverse functions and practices in support to the learning of children in need of additional support in mainstream education settings. This will include development of workload analysis, assessment of needs of RCs' staff in terms of their competences, development of working protocols and AT provision and management procedures, and development and delivery of comprehensive capacity building program to RCs and (including on planning, development, monitoring the usage of AT, identification of needs and matching with AT, assessment of relevance and support to users - children, students and adults - and to their parents and teachers for appropriate usage of AT...) and for ISCs (AT solutions, referral mechanism, trends in area of AT, ICT in the role of IT etc). One of the elements should also include the support for the development of communication and promotion plan of the RCs, as well as operational plans for 3 RCs that will receive grants to further develop their functions necessary for the provision of support to schools, teachers, learners and their parents. This component also includes development of capacity building program for members of ISCs, relevant to assessment of the needs of children in terms of AT and recommendations of most appropriate AT support.

The second component is related to development of web platform of RC with all trainings, materials, relevant resources, as well as online AT catalogue which will be developed in cooperation with the international and national consultants engaged by UNICEF. The web platform will also serve as a information resource and the space for horizontal learning and exchange related to AT provision.

The third part of the assignment is development of Feasibility study for establishing of National Resource Centre for AT as a model of sustainable mechanism for provision and management of AT, as to inform future decisions of the relevant decision makers. The Study should present pros and cons of this solution and inform about its possible functions, organization, legal status, financing, provision of services, availability to children, and other issues. The Study shall take into account how the National Resource Centre will collaborate with existing model of resource centres for continuous and consistent provision of AT given that the resource centres are part of existing education institutions which, in addition to their main activity (education), provide services of the Resource centre. The Study should compare this model with the option of establishment of the National AT centre as an independent entity and central national institution for provision and management of AT.

The fourth component is development of the financing model(s) of AT provision and management as to provide sustainable and effective procurement, provision and management of AT support, and legal basis for the future financing, maintenance and use of AT.

Task 1: Preparation of the Inception report, Methodology and the Workplan

Activities:

- Review of international practices on resource centres, and AT provision, management and financing (resource centres' status, functions, services and modalities of support provision, models of provision and management of AT, procedures and protocols of guiding resource centres' work and functions, models of AT financing)
- Situation analysis on provision of AT to children, including the models of RC financing and AT financing, the role, functions, and practices of RCs in Serbia, organisation of RCs' work , analysis of human, technical and other resources for provision of RC service, the modalities and relevance of additional support provided to targeted beneficiaries, and available trainings and capacity building resources relevant to the resource centres functions and AT. The analysis will identify the protocols and procedures that need to be established.
- Development of tool for the needs' assessment of resource centres' staff for support in strengthening their competencies
- Preparation of the work plan and methodology (with topics for CB selected), reviewed and approved by UNICEF

Deliverables:

- Situation analysis
- Needs assessment tool
- Inception report with Workplan and methodology

Timeframe: two months upon signing the contract

Task 2: Development and delivery of Capacity building program for RCs' staff

The capacity building program will aim to building competences of RCs' employees for diverse RC functions and will be informed by needs' assessment of RCs' staff. Six-days modular training should include AT solutions for learning of children with disabilities, planning, development, management of the RCs/AT, monitoring of the usage of AT, identification of children's needs and matching them with AT, assessment of relevance of AT, support to AT users, provision of support to children in their natural environment (family, mainstream schools or kindergartens) and provision of support to teachers, schools and families, as well as communication and promotional plans. All training materials, as well as technical assistance documents, should be finalized and placed on RC web platform that should be established. The capacity building program will be further adapted for online training as sustainable resource of knowledge to additional resource centres and all education institutions. The capacity building program shall also include different material, tutorials, guidelines, and other resources of learning for RCs and education institutions. The pool of trainers will be established and provided with ToT.

Following each module of training, three resource centres shall receive mentoring support by selected mentors (one mentor pre resource centre) as a more intensive support to develop RC functions and to monitor AT provision and use by the beneficiaries (Task 3).

Activities

- Needs' assessment of resource centres' staff for support in strengthening their competencies
- Development of CB program based on the needs identified (scenario, training materials, training presentation, relevant handout reference materials (printed and digital), pre-tests and post-tests to evaluate knowledge of participants, manuals, guidelines, etc).
- Establishment of pool of trainers and delivery of ToT
- Delivery of trainings to RCs staff (three 2-days modules, for 10 groups x 30 participants)

- Development of strategic and action plans of RCs for further enhancement of their capacities and usage of grants received (in cooperation with CSOs that will be engaged to monitor the work of RCs)
- Adapted training modules to online training

Deliverables:

- Needs' assessment report
- Training and ToT scenario with learning material
- Scenario of adapted training modules for online training
- List of trainers
- Delivery of ToT and CB program to RCs and training reports
- Strategic and Action plans

Timeframe: By March 2024

Task 3. Development of RC mentoring program

Three resource centres will be additionally supported through mentoring program, provided by at least 3 mentors (one per resource centre), for at least 20 days per year. Mentoring will provide support to resource centres to implement knowledge acquired through capacity building program and will include monitoring of RCs services provision, as well as monitoring of the provision and usage of AT provided to beneficiaries by resource centres. Mentoring activities will follow each of training modules and will be provided by trainers who will be capacitated for RCs mentoring and monitoring of AT provision and usage. Mentoring program will be enriched with different material needed and useful for mentoring support and monitoring the AT provision and usage (guidelines, check lists, manuals, etc). Development of mentoring program and orientation of mentors (half-day session) will be performed in cooperation with the organisation engaged by UNICEF as to organise delivery of mentoring support to three resource centres.

Activities

- Development of mentoring program
- Delivery of orientation for selected mentors
- Development of different material (guidelines, check lists, manuals, etc).
- Monitoring visits

Deliverables:

- Mentoring program and material
- Report on orientation with mentors
- Monitoring reports

Timeframe: by February 2023

Task 4. Development of Capacity building program for members of Intersectoral Committees

The capacity building program will aim to building competences of members of all Intersectoral Committees (ISC) in Serbia on assistive technology, as to ensure more relevant ISC recommendations of additional support measures for children in need of additional support in education. Two-days training should include AT solutions for learning of children with disabilities, referral mechanism, trends in the area of assistive technology, ICT in the role of AT, and AT provision within the mainstream education setting. The training shall also include the enhanced needs' assessment process including functional assessment, matching the identified needs with AT solutions, and referral to RCs, as to enhance capacities of ISCs to perform assessments in the child's natural environment and to recommend use of such AT support that enhances and supports child's participation in mainstream education institutions. The development of the capacity building program shall include learning material (handouts, tutorials, guidelines, manuals) specifically developed for the ISCs having in mind their role (needs' assessment, but not provision of the

additional support; referral mechanism). The capacity building program will rely on the capacity building program developed for RCs' staff, to the extent applicable to the members of ISCs, while having in mind expertise of the ISCs members (professionals from education, social protection, and health sector, and defectologist). The training will be delivered by the trainers selected for the capacity building program for RCs. ToT will be developed and provided to the trainers. The training will be organised by the organisation engaged by UNICEF.

Deliverables:

- Training and ToT scenario with learning material
- Delivery of ToT

Timeframe: by February 2023

Task 5. Workload analysis of three RCs and development of working protocols

Analysis of workload of three RCs shall take into account that RC functions are an addition to the main function of schools which acquired the resource centre status (education) and will include investigation of RC resources to provide RC services as prescribed by the Rulebook on Resource Centre, organization of RC within the school as public service institution, number of children, teachers and schools estimated to be supported by each RC, and other issues relevant for assessment of RC workload. The analysis shall identify possible needs for organizational changes, as well protocols and procedures that need to be established.

Working protocols shall be developed for each of three RCs, and will include (but not limited to): management, provision of service, monitoring the RC work, maintenance, contracts with beneficiaries on using the equipment, cooperation and contracts with other public institutions, outreach to children in need for additional support and provision of support in their environments (mobile teams), planning of needs for AT based on assessment of children's needs, procedures relevant for procurement of AT by the procurement entity, etc.

Activities:

- Analysis of the workload of three RCs, and identification of needed protocols and procedures
- Development of working protocols for each of three RCs, taking into account legal framework guiding the status, work and financing of resource centre
- Presentation to UNICEF and key partners the findings of the workload analysis and draft working protocols and obtaining their feedback as to finalisation of the task

Deliverables:

- Draft and final workload analysis
- Draft and final working protocols
- PPT

Timeframe: by February 2023

Task 6. Development of set of procedures for AT management and provision

One of the main functions of RCs is to provide AT to children in need of this kind of support. Three RCs will be equipped with AT (provided by UNICEF). RCs will provide assessment of child's needs for specific AT, matching the needs with AT solutions, provision and guidance for AT usage, and monitoring the effects of AT support. Set of procedures shall guide AT management within RCs, monitoring of AT usage and its effects, process of assessment and monitoring the child's needs, procedure of matching AT with identified needs, assessment of relevance and support to AT users, system of borrowing/renting of AT, etc.

Activities:

- Development of set of procedures, which will include at least:
    - procedure of AT management and maintenance in RC;
    - procedure of assessment, matching the identified needs with AT solution, and assessment of AT relevance
    - procedure of support in AT usage
    - procedure of monitoring the use and effect of AT support
    - procedure of renting/borrowing AT
    - procedure of planning the need for AT based on the assessment of children's needs
    - procedures relevant to procurement of AT by the respective procurement entity
    - Consultative process with UNICEF and key partners (MoESTD, resource centres, parental organisations, NGOs, etc) for presentation of the draft procedures, obtaining the comments and inputs, and finalisation of procedures
    - Creation of handout material to the set of procedures (ppts, briefs, video tutorials, Q&As, etc)

Deliverables:

- Draft and final set of procedures
- Developed handout material
- PPT

Timeframe: by May 2023

Task 7: Developing RC web platform and online AT catalogue

RC web platform should provide interactive communication with users, information sharing, and resources for learning for existing and future RCs, education, health and social protection institutions, intersectoral committees, professionals and general public. It should enable learning through online capacity building programs, learning courses and different material (tutorials, publications, etc), and information sharing. Web platform should provide relevant content to education of children in need of additional support, including information on resource centres' services, availability, functions, and AT provision. Web platform will host the online AT catalogue. Web platform should be designed based on Universal Design principles.

Online AT catalogue will be designed with respect to Universal Design principles and will provide comprehensive and professional information on up-to-date AT solutions, specifications, descriptions, manuals, tutorials, and other supportive material which enable assessments, matching and decision making by professionals and parents relevant to AT acquiring and use, and support to users. Online AT catalogue is meant to be regularly updated in line with new and emerging AT and ITC approaches and innovations in the education and other fields, therefore a mechanism for regular updating (who, what and how) should be agreed.

SOP for administration, management, maintenance, troubleshooting and update will be created followed by accompanying material and consultative support, and will include standards and guidelines for regular update of online AT catalogue. SOP will be developed in cooperation with the organisation engaged by UNICEF for delivery of capacity building program to ISCs and mentoring support to RCs, which will ensure administration for the web platform and online AT catalogue for the period until March 2024, after which it will be transferred to one or more resource centres, which will be responsible for accuracy, quality and relevance of both web platform and AT catalogue.

Activities:

- Proposal of the web platform structure, functions, design, content and visual identity
- Developing of web platform in consultation with RCs, MoESTD, UNICEF and other stakeholders,
- Development of online AT catalogue following technical and content specification by the national and international consultants engaged by UNICEF for AT catalogue update, based on universal design principles,
- Developing SOP for web platform administration, management, maintenance, troubleshooting and update, including update of online AT catalogue

- Provision of online consultative support to the person(s) tasked with administration, maintenance, troubleshooting and update of the web platform and with update of online AT catalogue

Deliverables:

- Proposal for the web platform content approved
- Web platform finalized and approved
- Online AT catalogue finalized and approved
- SOP for RC web platform administration, maintenance, troubleshooting and update, and for online AT catalogue update finalized and approved
- 5 online sessions of consultative support

Timeframe: by December 2022

Task 8: Development of the Feasibility study of the National Centre for Assistive Technologies and the financing models for AT provision and management

Main expected deliverables of this task are the Feasibility Study of the National Centre for AT, and models of financing of AT provision and management.

- **The Feasibility Study of the National Centre for Assistive Technology (NCAT) should provide** insight on benefits, challenges, sustainability and feasibility of establishment of the NCAT as a systemic solution for procurement, management and provision of AT support to education of children in need of this kind of support at national level. The Study should investigate possible models of establishment of the NCAT as the central entity for procurement, provision, maintenance and development of AT, establishment of mechanisms for needs' assessment and their matching with AT, AT renting, exchange, maintenance and refurbishment, provision of know-how and support to local RCs and other institutions (education institutions, ISCs, institutions and organizations relevant to provision of additional support to children's education), and as the central research and innovation institution in the area of AT.

  The Study should address the issues of sustainability, service provision, flexibility in work and financing, cooperation and networking with different sectors (education, social protection, health) and partners (national, provincial, and local governments, public authorities, CSOs), expected results and impact, financing of the NCAT with possibilities of intersectoral financing, as well as on benefits, challenges and risks connected with the establishment of the National Centre.

  The Study should provide model(s) of cooperation between the NCAT and RCs, including the possibilities for establishment of network of AT libraries where AT is rented, and users provided with direct support to ensure national coverage. The Study will take into account the legislation on RC, which does not foresee RCs as separate entities, but as a status acquired by existing education institutions as an additional activity to their education role. RCs are mandated with provision of AT to beneficiaries, assessment and matching the needs of children, and provision of support to children, schools, teachers and families, but not with procurement and import of AT. The benefits, challenges, strengths, and obstacles will be analysed and put into the perspective of the establishment of the NCAT. This will include investigation of models of connection between the NCAT and RCs (possible AT libraries), as well as with other institutions relevant for the provision of AT, such as Pension and Disability Insurance Fund, social protection services, Health Insurance Fund, Centre for Early Interventions and Inclusion (expected to be established), and local ISCs which are tasked with the assessment of the child's need for additional education, health and social support to education, including through provision of AT and RCs' services, and how this can form a coherent and comprehensive national ecosystem for effective and efficient AT provision to children at national level.

  The Study should rely on existing legislative framework and services prescribed in it, but should also investigate possibilities for introduction of new services to be provided by the NCAT and extension of services to other beneficiaries, such as young people, or higher education students, through *i.e.* contracting the provision of services with local self-government units, higher education institutions, etc.

The Study will also analyse and provide the model(s) of financing of the NCAT, including the financing of AT procurement, provision, management and maintenance of AT. The model(s) should provide for financial sustainability of the AT support system and the NCAT and investigate the options of multisectoral financing, funding provided by different sources (national, provincial and local budgets, social security funds, social protection financial services, private sector and donors), as well as AT financing through social security funds (Health Insurance Fund, Pension and Disability Insurance Fund) and direct contracting between the NCAT and insurance funds.

2. **AT provision and financing model(s) will be developed** in order to secure the legal basis for the future financing, maintenance and use of AT. This includes development of two alternative models of AT financing:
a) One model – Case Study will be based on current framework on AT provision and management, taken into account the status, roles and responsibilities of RCs (resource centres are education institutions which obtained such status as an addition to their education role), and current financing and provision of AT through different sectors and sources (health, education and social protection).
b) The second model should be developed through the Feasibility Study of the National Centre for AT as proposed model of sustainable, efficient, and child-centred financing of AT provision and management, taking into account existing institutional mechanisms for AT provision (resource centres, NCAT, social insurance funds, local self-government units, etc).

Both models should address the possible options of intersectoral financing of AT provision and management.

Development of the Feasibility Study of the NCAT and the model of financing of AT provision and management should be participatory, therefore, methodology should include different forms of participation of diverse stakeholders (relevant ministries, institutes and other public authorities, CSOs, parental organisations and networks, representatives of intersectoral committees and local self-government units, academia, etc), though consultations in different phases. This will include, at least, consultation process during the phase of situation analysis and the phase of drafting and reviewing of the Feasibility Study and AT financing model.

Activities:

- Desk review of international and regional experiences relevant to establishment of the NCAT, and AT provision and management financing
- Situation analysis with the assessment of existing model of provision of AT to children and provision of RCs' services. This will include analysis of strengths and challenges, gap analysis and shortcomings on which establishment of the NCAT would respond. The analysis will feed the proposed model(s) of AT financing and provision. Methodology should ensure participatory approach (relevant stakeholders from the national and local level, as well as from education institutions (mainstream and special) and existing resource centres.
- Development of the Feasibility Study of the NCAT, with evaluation, findings, and recommendations relevant to establishment of the National Centre for AT, and with the proposed model. This will include: **a)** proposed model of the legal status, (mandate, roles and responsibilities, service provision, governance, coordination, monitoring); **b)** financing model (including the options for intersectoral financing and funding from different sources-budget, donors, governments, public and private sector, etc); **c)** needed resources (technical, financial, human and others); **d)** model of financing of AT provision and management (including the options of intersectoral financing and financing from different sources) **e)** assessment of impact (particularly on equity and inclusion in education from the perspective of children belonging to vulnerable groups), results, risks, challenges, assumptions and mitigation measures; **e)** description of necessary legal changes, financial resources, and human, technical and other preconditions; **f)** sustainability.
- Development of two alternative models of AT financing, addressing different options in case of (non)establishment of the NCAT, and will include financial model, financial resources (existing and potential), options of financing from different sectors and sources (public, private, donors, budgets), intersectoral financing, sustainability, benefits and challenges, risks and mitigation measures.
- Organizing the consultative process in at least 2 rounds with UNICEF, key partners and relevant stakeholders, including CSOs, parental networks and organisations
- Obtaining the feedback for development of the final Feasibility Study and inclusion of comments from UNICEF and partners
- Presentation of the Feasibility Study findings and AT financing model to key stakeholders, including the Project Steering Committee

- Preparation and presentation of policy recommendations

Deliverables:
- Review of international practices and situation analysis on resource centres and AT provision and management financing
- Draft and final Feasibility Study
- Draft and final AT financing model
- Policy brief
- PPTs

Timeframe: by December 2023

Cooperation with MoESTD, UNICEF and other organisations

The Contractor will work in close cooperation with the MoESTD and UNICEF, as well as with organisations and individuals engaged as implementing partners/individual consultants in different activities of the project, particularly with consultants and organisations tasked with development of models of sustainable IE financing; and support to development of local IE policies; support to development of Model Institutions for IE.

Reporting Requirements:

As set out in work assignment and deliverables section.

Ethical considerations

All tasks carried out and deliverables provided should be in conformity with UNICEF procedure for ethical standards in research, evaluation, data collection and analysis (https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF).

Timing/duration of contract: October 2022 – March 2024

Terms of payment:

All payment terms will be indicated in the institutional contract upon selection of the successful company.

10 % of the payment is due after the submission of final Inception report and Workplan.
20 % of the payment is due after the CB programs for RCs and ISCs, and RCs mentoring program development and delivery
10 % of the payment is due after submission of workload analysis and working protocols for three RCs
10% of the payment is due after submission of set of procedures for AT management and provision
20% is due after the establishment of RC web portal
15% of the payment is due after the submission of the final Feasibility Study on IE Financing of National AT Centre
15% of the payment is due after the submission of the final financing model of AT provision and management

Nature of Penalty Clause in Contract
UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, not delivered or for failure to meet deadlines. All materials developed will remain the copyright of UNICEF and UNICEF will be free to adapt and modify them in the future.

The bidders are requested to provide an all-inclusive cost in the financial proposal. In all cost implications bidders, should factor the cost of the required service/assignment. Estimated cost for travel should be included in the financial proposal. Travel cost shall be calculated based on economy class travel, regardless of the length of travel. Costs for accommodation, meals and

incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, as promulgated by the International Civil Service Commission (ICSC). Unexpected travels shall also be treated as above.

Qualifications/specialized knowledge/experience required to complete the task:

The Applicant shall propose the team of both international and national experts. UNICEF reserves the right to request the replacement of any team member, at any time, throughout the work process.

The composition of the proposed team will provide for comprehensive expertise which can respond to the requirements of the tasks above, and to ensure all aspects and perspectives of IE financing are addressed (legal, financial, social, economic, as well as the perspective of education system governance and resources, and the aspect of children's rights)

The core competencies required from the team of proposed experts are:

1. **Assistive technology expertise**
   - Significant experience in application of ICT/AT in education setting.
   - Expertise and experience in the area of ICT and AT innovation, preferably AT and related services at the international, regional and national level.
   - Experience in projects related to work of Resource centres that provide support to children and youth with disabilities in education, and other aspects of life.

2. **Education expertise**
   - Advance university degree in human sciences, preferably Education, Pedagogy, Psychology or Education management; PhD would be an advantage
   - More than 8 years of professional experience in the area of inclusive education with relevant experience in education practice and education policy (planning, management and implementation of national education strategies, policies and programmes, particularly secondary education policies, school management),
   - More than 8 years of experience in development and delivery of capacity building programs that include trainings, mentoring, horizontal learning and technical assistance
   - Experience in research, analysis, monitoring and evaluation

3. **Economics expertise**
   - Advance university degree in Economics, Public Finance, or other related field; PhD in Economics would be an advantage;
   - Professional experience and expert knowledge in economic and financial viability of education investment programmes, education financing, financial analysis and assessments of public sources, monitoring of the implementation of the education investment portfolio
   - Experience of working with IFIs and EU sector policies.

4. **Legal expertise**
   - Advanced degree in law, preferably in the field of education law, public administration and local governance law, administrative law, or other related field; PhD will be considered as an advantage
   - More than 8 years of experience in the area of the legal framework in education

General requirements
4. Familiarity with the Serbian/Western Balkans context will be a strong asset
5. One or more team members will be Serbian national/resident
6. Oral and written Serbian and English skills required in the proposed team (one or more team members with oral and written Serbian skills);
7. Knowledge of inclusive education, rights of the child and gender equality;

Work experience with UNICEF and /or other international organizations would be considered as an advantage

The proposal shall contain:

- Description of the company and its professional experience, listing key references of past and on-going projects
- Brief description of the approach with draft proposed implementation plan;
- Description of the team of experts and their roles, with CVs enclosed;
- Budget of the proposal;

Selection criteria:

After the opening, each proposal will be assessed first on its technical merits and subsequently on its price. The proposal with the best overall value, composed of technical merit and price, will be recommended for approval. UNICEF will set up an evaluation panel composed of technical and procurement staff and their conclusions will be forwarded to the internal UNICEF Contracts Review Committee, or other relevant approving authority.

The evaluation panel will first evaluate each response for compliance with the requirements of the request for proposal (RFP) procedure of UNICEF. Responses deemed not to meet all the mandatory requirements will be considered non-compliant and rejected at this stage without further consideration. Failure to comply with any of the terms and conditions contained in this RFP, including provision of all required information, may result in a response or proposal being disqualified from further consideration.

The overall weighting between technical and price evaluation will be as follows: The technical component will account for 80% of the total points allocated and the financial component will account for 20% of the total points allocated.

Technical evaluation	80 Points
1. Technical capacity and professional experience of the company vis-à-vis requirements	25
2. Professional capacity of the proposed team (review of CVs for team leader, experts and team members – at least 4 CVs)	25
3. Quality of the technical proposal –against the following criteria • Relevance of the technical proposal to the objectives and expected results (10 points) • Methodology – methodological approach (10 points) • Organisation and proposed timetable (10 points)	30
Price proposal – budget proposal as per tasks and activities	**20 Points**