



Terms of Reference (TOR)

**Consultancy Support to the Ministry of Education and Science of Georgia (MoES)
to establish the Eastern Partnership (EaP) European School
at Lisi Lake site in Tbilisi, Georgia**

March 7, 2022

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LIST OF ACRONYMS

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| AUMCO | Austria Multi-Country Office |
| EaP | Eastern Partnership |
| EB | European Bacculaureate |
| EC | European Commission |
| DG NEAR | Directorate-General for Neighbourhood and Enlargement Negotiations |
| ECR | UNOPS Europe and Central Asia Region |
| ENI | European Neighbourhood Instrument |
| ENP | European Neighbourhood Policy |
| EU | European Union |
| ETF | European Training Foundation |
| EUD/EUDEL | European Union Delegation |
| EURSC | The European Schools General Secretariat |
| GSA | Grant Support Agreement |
| IB | International Bacculaureate |
| IBO | The International Bacculaureate Organisation |
| IT | Information Technology |
| LA | Learning Academy |
| MoES | Ministry of Education and Science of Georgia |
| MIS | Management Information System |
| PR | Public Relations |
| SD | Schematic Design |
| SDG | Sustainable Development Goal |
| UN | United Nations |
| UNOPS | United Nations Office for Project Services |
| TOR | Terms of Reference |

ABOUT UNOPS

UNOPS mission is to expand the capacity of the UN system and its partners to implement peace building, humanitarian and development operations that matter for people in need. Working in some of the world's most challenging environments, our vision is to always satisfy partners with management services that meet world-class standards of quality, speed and effectiveness. UNOPS provides services in sustainable infrastructure, sustainable procurement and sustainable project management, with projects ranging from building schools, roads, bridges and hospitals to procuring goods and services and training local personnel. By assisting UN organisations, international financial institutions, governments and other development partners, UNOPS makes significant, tangible contributions to results on the ground.

UNOPS IN GEORGIA

UNOPS has supported sustainable development in Georgia since 2014, providing project management, procurement and advisory services through its unique demand-driven and self-financed business model under the United Nations system. Currently, UNOPS in Georgia is implementing several projects in the Education, Security and Resilience and Healthcare sectors, in close partnership with the Government of Georgia, the European Union and the World Bank.

Through its education stream, since 2018 UNOPS has been implementing the Eastern Partnership European School Project funded by the European Union (EU). The project offers high quality education to students from the Eastern Partnership (EaP) countries to increase their educational and employment opportunities, contributing to SDGs 4 and 5. As part of Phase II, UNOPS is actively supporting the Government of Georgia to establish the first fully-fledged Eastern Partnership European School, set to be constructed in Georgia's capital city of Tbilisi. A European-focused learning programme is expected to foster cooperation, multi-cultural understanding, tolerance, and fundamental values, and promote a better understanding of the EU and its engagement in the region.

The UNOPS office in Georgia reports to and works under the guidance of the Austria Multi-Country Office (AUMCO), which in turn reports to the Eastern and Central Asia region (ECR) office in Geneva.

PROJECT SUMMARY

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| Title of the project | European School in Georgia Project (Phase II) Contract number: ENI/2020/417-373 |
| Financing | European Union |
| Beneficiaries | The Government of Georgia and its Ministry of Education and Science (MoES) |
| General and specific objectives | To promote high quality international education in the Eastern Neighbourhood countries and to support the Government of Georgia to establish a School in Tbilisi, Georgia, that will provide secondary level (high school) education to pupils from all six EU Eastern neighbours (Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine) and offer a European-focused |

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| | learning programme that promotes European values of multiculturalism and multilingualism. |
| Specific activities | The project will support the Government of Georgia to build a European standard campus at the designated site at Lisi Lake, including sports facilities and dormitory. It should be constructed, equipped and become operational for the academic year starting in September 2023, offering both a national diploma programme and an International Baccalaureate Diploma (IB). Moreover, support will be provided to the Government for the curriculum development, the establishment of a Learning Academy (LA), and related teachers training. The EU will offer a competitive and merit-based scholarship programme for up to 100 students (over 3 cohorts) to attend the IB Diploma Programme (DP) with a focus on European Studies. The IB Diploma Programme (DP) will offer a unique, European-focused teaching in the areas of history, politics, economics as well as languages, arts and culture. |
| Location | Tbilisi, Georgia |
| Duration of the project | 80 months (1 January, 2021 - 31 August, 2027) |

The Project “ EaP European School in Georgia” is the second phase of a wider initiative financed by the European Union (EU) for the six Eastern Partnership (EaP) countries. It is a flagship programme and one of the key deliverables under the "Eastern Partnership - 20 Deliverables for 2020". It represents a strategic priority for the Government of Georgia and the EU. The programme offers high quality education to students from partner countries to increase employment opportunities, fostering cooperation, multi-cultural understanding, tolerance, and fundamental values, and promoting a better understanding of the European Union (EU) and its engagement in the region.

The first phase of the programme was launched in 2018. It was implemented by UNOPS and saw the development of a partnership with an existing International Baccalaureate (IB) school based in Tbilisi. The programme has financed a scholarship programme for up to 155 students from all 6 EaP countries. In addition, a Feasibility Study, the Concept Design, the Curriculum Framework, the Learning Academy and Learning resources approach were developed for the implementation of the second phase of the EaP European School in Georgia project (Phase II).

The overall objective of Phase II is to promote high quality international education in the Eastern Neighbourhood. Its specific objective is to establish an Eastern Partnership European School in Tbilisi to provide secondary level education to students from all six Eastern neighbour countries (Armenia, Azerbaijan, Belarus, Georgia, the Republic of Moldova, and Ukraine) and offer a European-focused learning programme that promotes European values of multiculturalism and multilingualism. The School will offer the revised Georgian secondary curriculum based on the Georgian 3rd Generation education programme for grades 7-10. Grades 11 and 12 will split in two tracks: one track will offer a curriculum based on Georgian 3rd Generation education programme, while the second track will offer IB diploma programme (IBDP) with a European focus.

The Government of Georgia officially registered the Eastern Partnership European School on 2 December 2021. The recruitment process of the international principal started in December 2021 and should be finalised in Q1 2022. The recruitment of the national director will be launched in Q1 2022 and is expected to be completed in Q2 2022. Discussions on the School Governance and the revision of the Statutes are in progress. The Schematic Design (SD), including Academic and

Dormitory buildings, sport facilities, access roads and landscaping, was completed in December 2021.

The Project will support the Government of Georgia to build and equip a European standard campus at the designated site at Lisi Lake, including sports facilities, canteen, administrative offices, dormitory. It should be constructed, equipped and become operational for the academic year starting in September 2023, offering a national diploma programme and an International Baccalaureate (IB) Diploma.

Moreover, the Project will support the Government with the establishment of the School governance model, the IB authorisation, the development of the curriculum and its accreditation, the establishment of a learning academy, and related teachers training. Technical support will also be provided to the school management.

The Project will also provide opportunities for up to 100 students from all EaP countries (three cohorts over four academic years) to follow the IB Diploma Programme (IB DP) with a focus on European Studies through a competitive and merit-based Scholarship Programme. The IB DP will offer a unique, European-focused teaching in the areas of history, politics, economics as well as languages, arts and culture.

OBJECTIVES OF THE SERVICES

The main objective of the services is to provide the European Union, the United Nations Office for Project Services (UNOPS) Georgia Office (UNOPS GE) and the Ministry of Education and Sciences of Georgia (MoES) with consultancy services to establish Eastern Partnership European School in Tbilisi.

In close coordination and cooperation with the Ministry of Education and Science of Georgia (MoES), the European Union and UNOPS, and under the supervision of UNOPS, the selected company will be responsible to perform in due diligence all actions necessary, as mentioned under the scope of the services, for the establishment of a School in Tbilisi, Georgia, that will provide secondary level education to pupils from all six Eastern neighbours (Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine) and offer a European-focused learning programme that promotes European values of multiculturalism and multilingualism.

The selected company will also be responsible to support the MoES to acquire IB authorisation for the School, recruit key personnel, develop governance structure, finalise curriculum development, set up Learning Academy and organise teacher training, ensure effective technology infrastructure and facilities, as well as position the School in the marketplace.

SCOPE OF SERVICES

The Consultant, under this Terms of Reference (TOR), will be responsible, in due diligence, for the implementation of the services to the UNOPS and MoES.

The overall key activities under the Scope of Services set forth in this Terms of Reference include but are not limited to the following tasks:

1. Review existing project documentation and reports, including, Feasibility Study (2020), Curriculum Framework Overview (2021), Learning Academy approach (2021), Learning

- Resources approach (2021), the School budget and funding model framework, the School Design, other for better understanding of tasks and provide recommendations for updates.
2. Develop a detailed approach and work plan for the consultancy with a clear timeline and seek approval.
 3. Meet with the UNOPS Project Manager to review the project work plan, schedule and procedures, discuss major issues and identify relevant contacts for the project.
 4. Update existing documents as needed.
 5. Set up the School's governance and management structures.
 6. Set up orientation and appraisal scheme.
 7. Support the recruitment of the School staff.
 8. Support the recruitment of International & other faculty.
 9. Finalise curricula, teacher training modules, enrolment schedules.
 10. Organise necessary training for teachers and the School management.
 11. Implement IB training.
 12. Liaise with external authorisation and accreditation agencies.
 13. Liaise with national regulatory agencies.
 14. Create lesson planning standards.
 15. Advice on assessment tools & progression of student learning
 16. Support school calendar and timetable
 17. Support development of the Dormitory
 18. Support development of school resource infrastructure
 19. Support in procurement of resources
 20. Support in development of the School business plan and budget
 21. Conduct / participate in high-level stakeholder consultations including the Project Steering Committee meetings. This requires a number of missions to Tbilisi, Georgia.
 22. Work under the guidance of the designated EU and MoES officials. Consultant reports on all technical matters to designated UNOPS Project Manager.
 23. Prepare Monthly, Milestone and Final Reports.
 24. Provide other support in the areas described in the Terms of Reference.

DESCRIPTION OF SERVICES

Based on the outcome of the feasibility study the Eastern Partnership European School was officially registered on 2 December 2021. The School will offer the revised Georgian secondary curriculum for grades 7-10. Grades 11 and 12 will split in two tracks: one track will offer a curriculum based on Georgian 3rd Generation education programme, while the second track will offer IB Diploma Programme (IBDP) with a European focus. The recruitment process of the international principal has started in December 2021 and is expected to be completed in Q1 2022. The recruitment of the national director will be launched in Q1 2022 and is expected to be completed by Q3 2022. Discussions are in progress to finalise and update the School Governance structure and Statutes. The School supervisory board is expected to be formed and fully operational by September 2022. The School is expected to be fully operational to accept students (including scholarship students from EaP countries) in September 2023 for the academic year 2023-2024.

In 2021, the detailed curriculum framework for the two-track model (Georgian track grades 7-12 and IB Diploma Programme grades 11-12) was finalised with UNOPS support and accepted by the MoES. Additionally, the assessment of learning resources and recommendations for teachers' professional development was conducted and provided to the MoES. In consultations with the MoES and the EU, it was decided to establish a Learning Academy with the aim to contribute to the improvement of teacher efficiency. The detailed approach for the Learning Academy, including its

framework for three training modules, was developed, as well as the document outlining learning resources required for new curriculum delivery.

A. GENERAL SERVICES

Overall the consultant will work in close cooperation with MoES, UNOPS and EU to support the implementation of the enrollment scheme and educational approach as well as curriculum finalisation, local accreditation and IB authorization, learning academy and teacher training.

Governance, Organisation and Management

1. The Consultant, in close consultation with all stakeholders, including the MoES, European Commission (EC), Delegation of the European Union to Georgia (EUD), EaP European School Management and Staff, shall finalise the School's governance model and management structure, including but not limited to the development of:
 - a. Adoption of Statutes and governance model
 - b. Support in development of board structure, terms of reference, initial policy manual, recruitment strategy and respective documentation
 - c. Review and update the Mission, Vision and Beliefs
 - d. Design Organisation structure and chart
 - e. Create the Strategic Plan
 - f. Facilitate the development of the School Action Plans
 - g. Create the School Policy Manual and establish review cycles
 - h. Create the Board Manual and establish review cycles
 - i. Create the School Procedure Manuals and establish review cycles
 - j. Create and document Reporting Systems (Dashboard Management)
 - k. Develop the Director & International Principal Appraisal procedure
2. The Consultant shall support the MoES's recruitment efforts for the School; including but not limited to:
 - a. the development of the functional job descriptions for the leadership team and relevant staff members,
 - b. the establishment of the selection criteria in line with the School's mission and vision,
 - c. the establishment of the selection committee/panel,
 - d. the completion of the recruitment process including contracts.

Enrolment, Admissions and Marketing

1. The Consultant, in close cooperation with the MoES, the European Union and the School management, shall develop the School's admission criteria and supporting documentation including admissions policies and procedures and support MoES in implementation of the enrolment scheme for both Georgian and IB tracks. The enrolment plan shall have a detailed schedule with all milestones, activities and sub-activities required to meet successfully the enrolment milestones.
2. The Consultant shall assist the MoES in marketing and communication efforts including the establishment of brand values based on the School's Mission and Vision and the Educational concept, prepare the design briefs for the corporate identity and marketing materials including website, development of Marketing plans and other.

Finance and Risk Management

1. The Consultant shall support the MoES to develop financial policies, procedures and operating standards of the School.
2. The Consultant shall finalise the sustainable business model and budget of the School.

Operations

1. The Consultant shall assist the MoES with the development of the educational and boarding Facilities' plan, ancillary services such as school health services, meals and transportation, and recruitment of the Facilities' staff.
2. The Consultant shall support the MoES with the identification and procurement of educational materials and learning resources for the School.
3. The Consultant shall provide advice and support to the MoES, UNOPS, and EU in the development of possible study tours for the School staff (including leadership, management, admin) as well as mobility schemes for students.

IT Infrastructure

1. The Consultant shall carry out IT infrastructure needs analysis, design purchasing and procurement plan for the School and shall closely monitor IT infrastructure plan implementation.
2. The Consultant shall develop Job Descriptions and Profiles for IT and Facilities management functions.
3. The Consultant shall assist the MoES in the recruitment and training of IT personnel and network manager.
4. The Consultant shall assist with the implementation of the School Management Information System (MIS).

Curriculum Development

1. The Consultant shall support the MoES in the finalisation of the Curriculum for the EaP European School's two-track system. Including the establishment of learning resources required to deliver the curriculum, integration of technology into the curriculum.

Local Accreditation and IB Authorisation

1. The Consultant shall support the MoES to take legal measures required to have a special recognition of the School's new curriculum for Georgian track including ensuring the relevant licenses, permits and documents are in place.
2. The Consultant shall support the integration of teaching content and concepts from the European Schools system into the Georgian national curriculum;
 - The dual diploma option for students
 - The recognition, by the MoES, of the curriculum integrating EaP European School content as a new, specific high school curriculum under national legislation.
3. The Consultant shall support MoES in the full cycle of the IB authorisation for the Diploma Programme for the School. It includes but not limited to liaising with the relevant agencies, meeting candidacy requirements and development of relevant documentation.

Learning Academy and Teacher Training

The main objective of the Learning Academy is to identify, recruit and develop outstanding teachers for the School. It is expected that around 50 – 60 teachers will be identified in year one to attend the Learning Academy and participate in three training modules. The successful candidates will be recruited by the School. It is envisaged that the Learning Academy will be a key aspect not only in the development of the school but also to support the national goal of improving teacher efficiency in Georgia by developing a long-term sustainable internal professional development model, which can be integrated into the national system.

1. The Consultant shall ensure the successful establishment and staffing of the Learning Academy.
2. The Consultant shall finalise vision and purpose, training curriculum/content of the modules, training implementation plan and operational budget based on the existing Learning Academy approach/framework document.
3. The Consultant shall provide technical assistance to MoES in setting up an online platform and other online learning tools and organise online IB training for all relevant participants in accordance with IB requirements.
4. The Consultant shall ensure the recruitment of workshop leaders for each module
5. The Consultant shall ensure the recruitment of local teachers to attend the Learning Academy/training modules including the establishment of participant selection procedures and language testing services.
6. The Consultant shall conduct at least three modules of training according to the Learning Academy approach/framework document (Fall 2022, Winter 2023 and Spring 2023) and an orientation for the selected teachers.
7. Based on the results of the conducted training, the Consultant, in close cooperation with the MoES, should select the successful candidates and propose the list of teachers for employment at the EaP European School.
8. The Consultant shall ensure follow-up and continuous engagement with the training participants, administer the pre and post-tests to assess increase in the participant knowledge and competences of on the subject matter, and receive feedback on the quality of training through questionnaires.

The consultant shall provide regular updates to UNOPS and MoES and prepare reports documenting progress achieved, challenges and lessons learned. All reports will be shared with the EU.

B. SPECIFIC SERVICES

The Consultant, under this Terms of Reference, is required to deliver services to the UNOPS and the Ministry of Education and Science of Georgia (MoES) including but not limited to the following:

Governance, Organisation and Management

- Review, finalise and facilitate adoption of the School Statutes and governance model
- Support in development of the board structure, board member profiles, recruitment strategy and respective documentation
- Create the Board Manual and establish review cycles
- Review and update the Mission, Vision and Beliefs of the School
- Design Organisation structure and chart
- Create the Strategic Plan
- Facilitate the development of the School Action Plans

- Create the School Policy and procedure Manuals and establish review cycles (parents handbook, local student handbook, operational manual including health & safety manual, finance & risk management manual, and any other manuals required for the smooth functioning of the school)
- Create and document Reporting Systems (Dashboard Management)
- Develop the Director & International Principal Appraisal procedure
- Provide technical assistance and support to the School's management in assessments and evaluations, advising services, engagement with parents and communities, preparation and implementation of high-quality programs, organising extracurricular activities, effective communication and public relations

Enrolment, Admissions, and Marketing

- Establish a process to develop the brand values based on the School's Mission and Vision and the Educational Concept
- Support the development of public relations and marketing strategy and corresponding action plan, and support its implementation
- Finalise the enrolment plan in line with financial forecast

Finance and Risk Management

- Develop financial policies, procedures and operating standards
- Review the existing feasibility study and framework financial model and budget of the School; develop the sustainable financial and business model and budget of the School
- Develop and implement budgeting process
- Establish and monitor the cost centre accounting
- Identify the different job profiles needed for the Finance and Risk Department and develop the job descriptions; Assist with the recruitment process
- Support the financial department operations including purchasing and procurement
- Support the establishment of a centralised document depository for contracts, tenders, procurement and other documentation
- Support the selection, the evaluation and the procurement of the school financial system
- Support the development and implementation of the School procurement timeline

Operations, IT and Infrastructure

- Assist in the development of the School's educational facilities (including academic building, classrooms, dormitory, athletic facility, library, research facility, health care facility) plan
- Support the recruitment of the school, boarding and sports Facilities staff
- Assist in the development of ancillary services
- Support the development of the resources needs analysis and to the School procurement plan
- Support procurement of learning resources and educational materials, provide advice for the procurement of the School furniture and equipment
- Assist in the establishment of Health and Safety standards and procedures (Georgian and International accreditation standards)
- Assist in the establishment of security standards and procedures
- Carry out IT resources needs analysis and design, and execute a procurement plan accordingly
- Design, implement and monitor a staged technology infrastructure plan (hardware, storage, network)
- Develop Job Descriptions and Profiles and support the recruitment of IT personnel

- Assist with the implementation of the School Management Information System (MIS).

Curriculum Development, Local Accreditation and IB Authorisation

Curriculum Development

- Carefully review the Curriculum Framework Document and support the MoES in the finalisation of the Curriculum for the EaP European School's two-track system
- Provide a grade by grade overview of the curriculum including scope and sequence
- Create lesson planning standards and procedures
- Guide the process to establish Rubrics that detail expectations of student learning
- Support management of progression of student learning
- Establish the list of teaching resources required to deliver the curriculum
- Plan and assist in integration of technology in the curriculum
- Contribute to designing age-appropriate co-curricula programmes and support development of after-school programmes
- Contribute to the development of curriculum publications
- Develop the student report cards (and customise software)
- Assist in setting the school day, teaching load allocations and schedule
- Assist in setting the School calendar

Local Accreditation

- Liaise with national accreditation/regulatory agencies
- Evaluation of licensing and permits required
- Assist in planning compliance with accreditation standards
- Assist in preparation of documentation for accreditation
- Support in addressing any issues raised in feedback report
- Assist in finalisation of accreditation of EaP European School's Georgian track curriculum

IB Authorisation

- Liaise with external authorising & accrediting agencies
- Assist in every step of IB authorisation procedure including but not limited to:
 - Complete School Information Form including proof of feasibility and alignment with IB philosophy;
 - Request for Candidacy;
 - Decision from IB regarding candidacy;
 - Candidate Phase;
 - Consultant visit;
 - Appointment of IB Coordinator and commencement;
 - Verification Visit;
 - IB Decision
- Support the MoES in planning and fulfilling the candidacy requirements according to IB including preparation of all relevant documents
- Assist in resolving any issues addressed in feedback reports provided by IB
- Organise the required IB training for staff
- Facilitate approval and authorization agreement signing processes

Learning Academy and Teacher Training

- Review and if/as needed update the Learning Academy Approach and Modules Framework
- Based on the Framework document develop content of each Module
- Liaison with University and other teacher development initiatives/projects
- Recruit workshop leaders for each module
- Support MoES in the recruitment of local teachers to attend the Learning Academy/training modules including the establishment of participant selection procedures and language testing services

- In coordination with MoES identify facilities for the Learning Academy and conduct at least three modules of training according to the Learning Academy approach/framework document (Fall 2022, Winter 2023 and Spring 2023)
- Select the successful candidates/graduates of the Learning Academy and propose the list of teachers for employment at the EaP European School
- Conduct orientation for the selected teachers
- Support MoES in human capital related strategy; ensure follow-up and continuous engagement with the training participants; administer the pre and post-tests to assess increase in the participant knowledge and competences of on the subject matter, and receive feedback on the quality of training through questionnaires
- Arrange IB Online Learning

C. DELIVERABLES

The Consultant is expected to provide a detailed costing and overall lump sum for the deliverables outlined below. The deliverables should be achieved by the consultancy by the deadlines indicated below:

| | Key deliverables to UNOPS and MoES | Indicative Timeline | % |
|---|---|---|-----|
| 1 | Inception report with detailed Work Plan drafted and submitted for approval | Within three weeks after the contract signature by both parties | 10% |
| 2 | <p>Support the implementation of the enrollment scheme and educational approach as described in the ToR</p> <p><u>Sub-stage A report</u> with all relevant annexes - Education activities related to governance and organisational management as described in the ToR including:</p> <ul style="list-style-type: none"> • The revision of the School statutes, the governance model and the organisational structure of the School developed; • Action plans, policies and procedures as well as operational manuals developed; • Document reporting systems (Dashboard management) created; • Public Relations, marketing strategy and enrolment plan for the School finalised; • Technical assistance and other specialised support to the School's management as set forth in the Project Work Plan; <p><u>Sub-stage B report</u> with all relevant annexes - Activities related to finances, operations, IT and infrastructure of the School as described in the ToR including:</p> | <p>Sub-stage A: 10% 31 December 2022</p> <p>Sub-stage B: 10% 31 July 2023</p> | 20% |

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| | <ul style="list-style-type: none"> Financial policies, procedures and operating standards developed, financial model, business plan and budget processes established, procurement plan developed, support provided in relevant HR and risk management activities; Educational facilities plan of the School developed, Health and Safety standards and procedures established, learning resources and educational materials procured; Needs analysis of IT resources conducted, staged technology infrastructure plan designed and implemented, Management Information System (MIS) of the School implemented; | | |
| 3 | <p>Support the curriculum development/finalisation, local accreditation and IB authorisation as described in the ToR</p> <p><u>Sub-stage A Report</u> with all relevant Annexes - education activities related to Curriculum finalisation and local accreditation and authorisation including:</p> <ul style="list-style-type: none"> Curriculum finalised; Lesson planning standards and procedures established, student learning progression scheme developed, age-appropriate co-curricula and after-school programmes developed; Detailed timelines developed and approved for local accreditation and IB authorisation. IB Authorisation process initiated. Local accreditation process initiated. <p><u>Sub-stage B Report</u> with relevant Annexes - IB Authorisation and Local Accreditation:</p> <ul style="list-style-type: none"> Communication with external authorising and local accreditation/regulatory agencies; documents for accreditation and authorisation finalised; IB authorisation approval and authorisation processes facilitated; | <p>Sub-stage A: 15% 30 November 2022</p> <p>Sub stage B: 15% 31 December 2023</p> | 30% |
| 4 | <p>Education activities related to Learning Academy (LA) and Teacher Training as described in the ToR</p> <p><u>Sub-stage A Report</u> with all relevant Annexes:</p> <ul style="list-style-type: none"> Teacher Training initiatives and programmes mapped out, Learning Academy Module content developed, workshop leaders and teachers recruited Human capital strategy developed; IB online learning organised; Teacher Training Modules one and two organised <p><u>Sub-stage B Report</u> with relevant Annexes:</p> | <p>Sub-stage A: 15% 28 February 2023</p> <p>Substage B: 15% 30 October 2023</p> | 30% |

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| | <ul style="list-style-type: none"> • All three modules of Teacher trainings organised and final list of Teachers for EaP European School identified and approved • Orientation of Teachers organised • Other relevant Trainings planned and organised | | |
| 5 | Final narrative report submitted for approval | 30 March 2024 | 10% |

D. STAFFING REQUIREMENTS

| Proposed Project Team and Organisational Structure | |
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| Description of Staff Role | Minimum Qualification and Professional Experience |
| Key Personnel | |
| <p>Team Leader/Education Expert (<i>Support to enrollment scheme and education approach</i>)</p> <p>Will be responsible for overall leadership, supervision and guidance for the Team; will work as a lead liaison with the key stakeholders including MoES, EU and UNOPS; will oversee and support development of all deliverables.</p> <p>Will support MoES in finalisation of enrollment scheme and education approach for the school including but not limited to:</p> <ul style="list-style-type: none"> - the School's governance and management systems; School plans and policies; - Technical assistance to the School management; - Supports all activities related to finances, operations, IT and infrastructure of the School as described in the ToR. - Supports development of the Business Plan and the School budget. <p>Will ensure that all the deliverables are finalised on time and in line with the programme's requirements; will provide regular briefings and reports on progress made as well as advice and recommendations.</p> | <p>Education</p> <ul style="list-style-type: none"> • Advanced Degree in Education Leadership, Education Policy, Education Administration, International Affairs or other related fields. <p>Experience & Qualifications</p> <ul style="list-style-type: none"> • Minimum of seven years of professional experience in the implementation of international education programmes, including establishing new schools and work with startup schools. • Strong knowledge of school governance, financial management and administration. • Experience in supporting and developing facilities for new schools. • Experience in curriculum development. • Experience with IB authorisation. • Proven ability to work successfully with government agencies, international donor organisations and partner organisations/ • Strong leadership, organisation and teamwork skills. • Strong programme planning and implementation skills. • Fluent in English. |
| <p>Education Expert (<i>Support to curriculum development, local accreditation and IB Authorisation</i>)</p> | <p>Education</p> <ul style="list-style-type: none"> • Degree in Curriculum & Teaching, Education Administration, Education Policy or other related fields. |

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| <p>Will support the MoES in finalisation of the curriculum for both tracks (Georgina and IB), establishment of the lesson planning standards and procedures, development of student learning progression scheme, age-appropriate co-curricula and after-school programmes;</p> <p>Develops detailed timelines for local accreditation and IB authorization. Liaises with external Authorization and local accreditation/regulatory agencies.</p> <p>Supports MoES in every step of the IB authorisation and Local accreditation including development of relevant documents, reviewing and preparation of reports and other.</p> <p>Establishes excellent relationships with all project stakeholders.</p> | <p>Experience & Qualifications</p> <ul style="list-style-type: none"> • Minimum of five years of professional experience in curriculum development, teacher professional certification, program accreditation/authorisation. • Excellent knowledge of IB authorisation process • Experience in evaluating and providing recommendations to improve curriculum planning and teaching methods is desirable. • Experience with international donor-funded programs is desirable. • Strong interpersonal and communication skills and the ability to work effectively with a wide range of stakeholders. • Fluent in English. |
| <p>Education Expert (<i>Support Teacher Training and Learning Academy</i>)</p> <p>Will work closely with the MoES, EU and UNOPS on staffing and establishment of the Learning Academy; will ensure successful implementation of teacher training programmes and orientation for the selected teachers; will be responsible for teaching resource development; will assist in teacher recruitment and provide other relevant technical support to the School management; Will provide regular briefings on progress; will establish excellent relationships with all project stakeholders.</p> | <p>Education</p> <ul style="list-style-type: none"> • Degree in Curriculum & Teaching, Education Administration, Education Policy or other related fields. <p>Experience & Qualifications</p> <ul style="list-style-type: none"> • Minimum of seven years of professional experience in teacher training, development of training modules, curriculum development, teacher professional certification and other related areas. • Experience with international donor-funded programs is desirable. • Strong interpersonal and communication skills and the ability to work effectively with a wide range of stakeholders. • Fluent in English. |
| <p>Education Specialist/Local Coordinator</p> <p>Will serve as a liaison between the project stakeholders and other partners, including national regulatory agencies; will provide advice to the team on local education system, education policy and related legislation; will assist in local accreditation process; will assist in meeting planning and coordination; will assist in document preparations and provide translation/interpretation services when/as appropriate.</p> | <p>Education</p> <ul style="list-style-type: none"> • Degree in education or international relations or related fields <p>Experience & Qualifications</p> <ul style="list-style-type: none"> • Minimum of five years of professional experience in education programs. • Good knowledge of the local/Georgian education system and related regulations. • Experience of working with international organisations and the public sector in particular on education related activities. • Strong interpersonal, networking, research and writing skills. • Ability to maintain good relations with project stakeholders and other partners • Fluent in Georgian and English. |
| <p>Non-key Personnel</p> | |
| <p>Communications and Marketing Specialist</p> | <p>Education</p> <ul style="list-style-type: none"> • Degree in Public Relations, Marketing, Mass |

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| <p>Will support the team in the development and implementation of admissions and marketing plan(s); will assist the MoES in marketing and communication efforts, including the establishment of brand values based on the School's Mission and Vision and the Educational concept; will prepare design briefs for the corporate identity and marketing materials for offline/online communication platforms; will develop creative messaging strategies to advertise the School/brand/products through social media and other platforms, as relevant.</p> | <p>Communications or a related field.</p> <p>Experience & Qualifications</p> <ul style="list-style-type: none"> • At least 3 years of professional experience in the field of marketing and/or communications, preferably in the education sphere. • Experience in enhancing brand awareness through offline/online communications. • Experience in developing and executing marketing and communications strategies, including social media strategy. • Experience in multimedia content development • Excellent interpersonal and communications skills and the ability to work effectively with a wide range of stakeholders, as well as vendors and suppliers. • Experience in working in a multicultural environment and team. • Strong computer skills and knowledge of various software and programs is required. • Ability to work in a fast-paced environment that requires quick thinking and willingness to adapt to a changing environment. • Excellent presentation skills and proficiency in written and spoken English. |
| <p>IT Specialist</p> <p>Will conduct IT infrastructure needs analysis; will provide technical support in designing the IT procurement plan; will monitor IT infrastructure plan implementation; will provide technical support in development of Job Descriptions and Profiles for IT personnel; will assist the MoES in recruitment and training of IT personnel and network manager; will assist in successful implementation of the School's Management Information System (MIS); Will provide other technical assistance to the School management and IT team.</p> | <p>Education</p> <ul style="list-style-type: none"> • Degree in computer sciences, engineering, math or related field <p>Experience & Qualifications</p> <ul style="list-style-type: none"> • Minimum of five years of professional experience in IT infrastructure development, preferably for Education Institutions • Ability to transfer knowledge and work with the team • Strong ability to effectively organise and coordinate activities; • Professional knowledge of English |
| <p>Finance Specialist</p> <p>Will provide support in the development of financial policies, procedures and operating standards of the School; will support the development of the financial model and budget of the School together with education experts and the school management; support development of the sustainable business plan of the School; will provide input in regular briefings and reports and provide other technical support to the School management and finance team.</p> | <p>Education</p> <ul style="list-style-type: none"> • MA in business administration, business management, economics, finances or other relevant fields <p>Experience & Qualifications</p> <ul style="list-style-type: none"> • Five years of experience in finances, budgeting and development of financial systems; • Previous experience of working with education institutions is desirable • Excellent knowledge of Georgian financial laws and tax regulations; • Fluent in Georgian, professional knowledge |

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UNOPS, the European Commission Union and the MoES personnel who support and work with the Contractor's Team:

- **UNOPS** - Senior Programme Manager, Senior Project Manager and Project Staff
- **European Commission, Programme Manager, DG NEAR** - Directorate C: Neighborhood East and Institution Building
- **EU Delegation in Georgia**
- **Ministry of Education and Science of Georgia** - Head of International Relations Department, Project Coordinator and technical experts

The detailed breakdown of the experts' costs shall be included in the proposal.

TRAVEL

It is understood that the COVID-19 pandemic requires travel restrictions, social distances or other restrictions on activities apply at least it is hoped, in the short term only. In that context the consultant must draw upon its experience to identify and conduct aspects of the consultancy that it can finish remotely. The Consultancy may for example draw upon modern technology to remotely set up meetings/conference calls and/or, it may also decide to engage with local partners, for example in information gathering or regular working meetings and other activities. Any mitigation measures in response to the pandemic to ensure the follow-up activities can be conducted in a smooth and professional manner to be outlined as part of the consultancy methodology. All travel arrangements should be in line with UNOPS regulations and guidelines.¹

During the term of the Contract the UNOPS may request that additional activities be included.

STAKEHOLDERS AND BENEFICIARIES

- **The Government of Georgia and its Ministry of Education and Science (MoES)** are the key stakeholders of the Project, and have collaborated with the EU to define its main elements. The Government is committed to the establishment of the School and to the objective of giving it a distinctive European profile in the teaching approach, and of building a regional educational hub for pupils from around the Eastern Neighbourhood. It will also cooperate in facilitating visa procedures and mobility for students coming from the other countries and ensure recognition of diplomas and its qualification for admission to national universities
- **European Commission's Directorate-General for Neighbourhood and Enlargement Negotiations (EC DG NEAR)** is the donor and contracting authority for this Project, and has a shared responsibility for monitoring the implementation of the Project
- **EU Delegation in Georgia** - as a diplomatic mission officially representing EU in Georgia, has a responsibility for monitoring and participating in the implementation of the Project
- **United Nations Office for Project Services (UNOPS)** has the overall responsibility for the implementation of the activities in its direct responsibility as implementing partner
- **International Baccalaureate Organisation (IBO)**, with its headquarters in The Hague, governs and oversees International Baccalaureate programmes worldwide and is entitled

¹ UNOPS Travel Policy available on the link: <https://www.unops.org/policies>

to award IB diplomas. The Pilot Phase I Project has been successfully launched in cooperation with a EU pre-selected private school with an accredited IB diploma programme

- **Eastern Partnership European School Director and International Principal** - the School Director, International Principal and staff are responsible for the strategic direction and development of the School together with all other stakeholders.

REPORTING AND COMMUNICATIONS

A brief description of the reporting and communication requirements is presented below. All reports need to be submitted to UNOPS in English.

1. **Inception report and Detailed Work Plan** - The work plan must be submitted maximum three weeks after contract signing.
2. **Daily Communication** - UNOPS Project Team expects daily communication when required throughout the contract duration, especially during the site visit. UNOPS will facilitate and support site visits as required. The communication may be via email, telephone calls, conference calls or any other methods most convenient for both parties.
3. **Weekly Meetings** - The Contractor must provide weekly progress updates to UNOPS. The format of the weekly updates will be discussed and agreed once the contract is signed between the UNOPS and the Contractor.
4. **Monthly Progress Reports** - The monthly narrative report must demonstrate progress against the work plan, identify problems and delays and propose corrective actions to actions and approaches, address coordination with stakeholders and other project partners, and provide updates on the project deliverables. The financial report must include actual costs incurred, projected expenditures through the project completion date, and remaining funds. Templates for the reports will be provided upon the award.
5. **Milestone Reports** - as described in the ToR
6. **Annual Progress Reports** - The annual progress report must show progress and achievements against the annual work plan; identify problems and delays, and provide recommendations for changes. It must highlight results of high-level meetings held and field visits and provide information about coordination efforts with stakeholders and other project partners. The financial report must include actual costs incurred, projected expenditures through the project completion date, and remaining funds.
7. **Final Report** - The Contractor must submit a final report detailing activities conducted and major achievements reached throughout the project duration. The report must include progress made against the project work plan, sustainability of the project, in particular how the Government and local stakeholders will continue best practices and innovation and allocate human and financial resources. The final financial report must demonstrate how the funds were spent. Draft final report should be submitted 30 days prior to project completion. After receiving comments from UNOPS, the report must be finalised within 30 days after the project completion.
8. The Contractor must submit to the UNOPS **copies of all materials** developed under the Eastern Partnership European School Project, including but not limited to, needs

assessments and analysis, curricula, training workshop reports, compilations of best practices, and procedural and operating manuals.

Schedule of Payments:

Payments will be done in several installments in accordance with the Deliverables:

1. 1st Payment of 10% - **Inception report** with detailed Work Plan drafted and submitted for approval
2. 2nd Payment of 10% - **Support the implementation of the enrollment scheme and educational approach as described in the ToR - Sub-stage A report** with all relevant annexes - Education aActivities related to governance and organisational management as described in the ToR
3. 3rd Payment of 10% - **Support the implementation of the enrollment scheme and educational approach as described in the ToR -Sub-stage B report** with all relevant annexes - Activities related to finances, operations, IT and infrastructure of the School as described in the ToR
4. 4th Payment of 15% - **Support the curriculum development/finalisation, local accreditation and IB authorisation as described in the ToR- Sub-stage A Report** with all relevant Annexes - education activities related to Curriculum finalisation and local accreditation and authorization
5. 5th Payment of 15% - **Support the curriculum development/finalisation, local accreditation and IB authorisation as described in the ToR- Sub-stage B Report** with relevant Annexes - IB Authorisation and Local Accreditation
6. 6th Payment of 15% - **Education activities related to Learning Academy (LA) and Teacher Training as described in the ToR- Sub-stage A Report** with all relevant Annexes as per **C. Deliverables**
7. 7th Payment of 15% - **Education activities related to Learning Academy (LA) and Teacher Training as described in the ToR- Sub-stage B Report** with all relevant Annexes as per **C. Deliverables**
8. 8th Payment of 10% - **Final Narrative Report**