

Annex B

TERMS OF REFERENCE (ToR)

Facilitating Access to Quality Education of Refugee Children

I. Background

The UN Refugee Agency (UNHCR) is entrusted by the United Nations General Assembly with the responsibility for assisting governments in seeking permanent solutions to the problems of refugees.¹ Local integration represents one of the three durable solutions, alongside repatriation and resettlement, and is considered to be most relevant in the Bulgarian context.²

Finding solutions is perceived as restoring access to human rights of displaced populations that works both in the interest of refugees and of their receiving communities. Successful integration can be achieved by comprehensive and wisely designed integration policies which favour social cohesion, also taking into account the specific needs. UNHCR Executive Committee's Conclusion on Local Integration recognizes the link between education and durable solutions; and calls on States, UNHCR and relevant actors to strengthen their efforts to assist host countries in ensuring refugee children's access to education.³

The Bulgarian government took a brave step forward with the establishment of a legal mechanism in 2017 that guaranteed unobstructed access to education for all asylum-seeking and refugee children. More than 1800 children from Syria, Afghanistan, Iraq, Iran and other countries have been enrolled since 2017 in state and local schools. Since 2022 Bulgarian schools have opened its doors to children escaping the conflict in Ukraine and in 2024 almost 5000 Ukrainian pupils are part of the official preschool and school education system.⁴

The inclusion of so many new children whose mother tongue is other than Bulgarian, whose educational paths have been interrupted and whose lives have often been marked by loss and trauma poses a challenge for the national education system which in the past has had little experience in working with foreign students. Refugee children identify the language barrier as the main hindrance towards their successful academic performance and social integration at school.⁵ Additionally, some complain about ill

¹ Statute of the Office of the United Nations High Commissioner for Refugees, UN General Assembly Resolution 428(V), Annex, UN Doc. A/1775, para. 1, available at <https://www.unhcr.org/4d944e589.pdf> ("Statute").

² UN Global Compact on Refugees, Report of the UN High Commissioner for Refugees, UN General Assembly 73rd session, Supplement No. 12, A/73/12 (Part II), para. 85 at https://www.unhcr.org/gcr/GCR_English.pdf

³ ExCom Conclusion 104/2005 on Local Integration at <http://www.refworld.org/cgi-bin/tehis/vtx/rwmain?page=search&docid=4357a91b2&skip=0&query=ExCom%20Conclusion%20No.%20104>.

⁴ Official data by the Ministry of Education and Science

⁵ UN High Commissioner for Refugees (UNHCR), Voices of Refugee Children in Bulgaria. Age, Gender and Diversity Participatory Assessment, 2023.

treatment, bullying and discrimination, as well as lack of targeted individual support and neglect.⁶ In the same time, teachers face difficulties in teaching Bulgarian as a foreign language as this is not part of their formal education, they can rely on few teaching materials, and are challenged to create inclusive environment in their classrooms due to the limited knowledge of refugees' host countries, as well as of the difficulties faced by refugees along the way of escape and the adaptation process in Bulgaria.

UNHCR's mission is to foster the conditions, partnerships, collaboration and approaches that lead to all refugee, asylum seeker and stateless children and youth to access inclusive and equitable quality education that enables them to learn, thrive and develop their potential, build individual and collective resilience and contribute to peaceful coexistence and civil society.⁷ In Bulgaria, UNHCR has worked closely with the Ministry of Education and Science, the civil society and academia to 1) enhance access to school and 2) foster safe enabling environments to support learning, educational success and progression.⁸ The office has organized capacity building activities for school principals and teachers, funded the creation and printing of teaching and learning materials⁹, established community of practice among professionals, supported additional learning opportunities for refugee children, provided expertise and good practices from abroad, carried out research and surveys on access to education, and initiated various cultural, sports and art activities enabling the successful adaptation of refugees to Bulgarian kindergartens and schools.

II. Overall Objective of the Assignment

The overall objective of the assignment is the provision of professional support solutions for pedagogical staff in preschool education, as well as primary and secondary school teachers, as well as teachers from the non-governmental sector *through capacity building activities* related to teaching Bulgarian as a foreign language, inclusive education and trauma-informed teaching

III. Specific Tasks

- Creation of training programmes and joint organization of capacity-building activities for pedagogical staff in preschool education, as well as primary and secondary school teachers, as well as teachers from the non-governmental sector on teaching Bulgarian as a foreign language, inclusive education and trauma-informed teaching.

⁶ Idem

⁷ UN High Commissioner for Refugees (UNHCR), Education 2030: A Strategy for Refugee Integration, Sept 2019 at <https://www.unhcr.org/fr-fr/en/media/education-2030-strategy-refugee-education>

⁸ UN High Commissioner for Refugees (UNHCR). UNHCR Bulgaria Education Strategy 2024.

⁹ Those include the Teaching about Refugees materials, as well as Bulgarian language textbooks.

More information available here :

<https://www.unhcr.org/bg/%d1%83%d1%87%d0%b5%d0%b1%d0%bd%d0%b8-%d0%bc%d0%b0%d1%82%d0%b5%d1%80%d0%b8%d0%b0%d0%bb%d0%b8>

All training programmes should be consulted with UNHCR in the process of their development. UNHCR will provide expert and technical support, as per the contractor's needs. UNHCR will participate in the capacity-building activities.

IV. Expected Deliverables

The deliverables of the assignments should be as outlined here (a more detailed explanation is to follow below):

Lot 1: *Training programme and facilitation of workshops on teaching Bulgarian as a foreign language* for displaced and stateless children, including training and teaching materials.

Lot 2: *Training programme and facilitation of workshops on inclusive education methodologies* for teaching refugee and stateless children, including localising UNHCR programmes and tools, including training materials.

Lot 3: *Training programme and facilitation of workshops on trauma-informed teaching*, including localising UNHCR programmes and tools, including training and teaching materials.

Please submit your proposals as follows:

On Lot 1:

The training programme on *teaching Bulgarian as a foreign language* should be adaptable to different groups of trainees and be of varying training duration. Please, provide a lumpsum price for developing a training programme and facilitation of workshops as per the following target group and duration:

1. For primary school teachers:

- 48 academic hours of capacity-building activities (pilot);
- 16 academic hours of capacity-building activities (pilot);
- 8 academic hours of capacity-building activities (pilot);
- 48 academic hours of capacity-building activities (repeated session);
- 16 academic hours of capacity-building activities (repeated session);
- 8 academic hours of capacity-building activities (repeated session).

2. For kindergarten and preschool teachers:

- 16 academic hours of capacity-building activities (pilot);
- 8 academic hours of capacity-building activities (pilot);
- 16 academic hours of capacity-building activities (repeated session);
- 8 academic hours of capacity-building activities (repeated session).

3. For secondary school teachers:

- 16 academic hours of capacity-building activities (pilot);
- 8 academic hours of capacity-building activities (pilot);
- 16 academic hours of capacity-building activities (repeated session);

- 8 academic hours of capacity-building activities (repeated session).
4. For teachers of adult refugees:
- 16 academic hours of capacity-building activities (pilot);
 - 8 academic hours of capacity-building activities (pilot);
 - 16 academic hours of capacity-building activities (repeated session);
 - 8 academic hours of capacity-building activities (repeated session).

Explanatory note: The price for the pilot must include the initial development of the training programme and facilitation of one workshop, as per the relevant duration. The price for the repeated session must include the facilitation of a workshop, based on the already developed training programme, as per the relevant duration.

In order to submit a proposal, please provide:

1. Description of the company and the company's qualifications, including information on: year founded; headquarters location; number of similar successfully completed projects and number of trained individuals; experience with UN or other international organizations, if any; teaching materials produced. Include any information that will facilitate our evaluation of your company's substantive reliability, financial and managerial capacity to provide the services.
2. Short training programme annotation for each of the four target groups of trainees: main topics and aspects to be included in the trainings, teaching materials to be used, training approach and methods; opportunities for follow-up and community-of-practice support; available accreditation of the programme by the Ministry of Education and Science (opportunities to provide credits to participants as per Chapter III of the Law on Preschool and School Education); strategies for measuring impact.
3. Biography of the trainers
4. Price proposal to be submitted through Annex C – Financial Offer Form. Please, provide a price for each target group and duration, as outlined above. **The form should be dated, signed, stamped and scanned.**

Please note that the organization of 48 hours of capacity-building activities for primary teachers is to be mandatory implemented and the price proposal for this activity will have a larger weight in the overall assessment of the proposals. All other activities will be optional, and their implementation will depend on operational considerations and priorities.

Please, note the 48 hours of capacity-building activities for primary teachers on teaching Bulgarian as a foreign language should provide qualification credits, as per Art. 222 of the Law on Preschool and School Education and Ordinance 15 from 2019 of the Minister of Education and Science on the Status and Professional Development of Teachers, Principals and Other Pedagogical Specialists.

Please note that the price offer should only cover the creation of training programmes, the participation of trainers, the development of materials for the training, as well as impact assessment. The logistical cost for the organization of events (accommodation, hall, catering) will be covered by UNHCR.

On Lot 2:

The training programme on *inclusive education methodologies* should be adaptable to different groups of trainees and be of varying training duration. Please, provide a lumpsum price for developing a training programme and facilitation of workshops as per the following target group and duration:

1. For primary school teachers:

- 16 academic hours of capacity-building activities (pilot);
- 8 academic hours of capacity-building activities (pilot);
- 16 academic hours of capacity-building activities (repeated session);
- 8 academic hours of capacity-building activities (repeated session).

2. For kindergarten and preschool teachers:

- 16 academic hours of capacity-building activities (pilot);
- 8 academic hours of capacity-building activities (pilot);
- 16 academic hours of capacity-building activities (repeated session);
- 8 academic hours of capacity-building activities (repeated session).

3. For secondary school teachers:

- 16 academic hours of capacity-building activities (pilot);
- 8 academic hours of capacity-building activities (pilot);
- 16 academic hours of capacity-building activities (repeated session);
- 8 academic hours of capacity-building activities (repeated session).

4. For teachers of adult refugees:

- 16 academic hours of capacity-building activities (pilot);
- 8 academic hours of capacity-building activities (pilot);
- 16 academic hours of capacity-building activities (repeated session);
- 8 academic hours of capacity-building activities (repeated session).

Explanatory note: The price for the pilot must include the initial development of the training programme and facilitation of one workshop, as per the relevant duration. The price for the repeated session must include the facilitation of a workshop, based on the already developed training programme, as per the relevant duration.

In order to submit a proposal, please provide:

1. Description of the company and the company's qualifications, including information on: year founded; headquarters location; number of similar successfully completed projects and number of trained individuals; experience with UN or other international organizations, if any; teaching materials produced. Include any information that will facilitate our evaluation of your company's substantive reliability, financial and managerial capacity to provide the services.
2. Short training programme annotation: main topics and aspects to be included in the trainings, teaching materials to be used, opportunities for follow-up and community-of-practice support; available accreditation of the programme by the Ministry of Education and Science (opportunities to provide credits to participants as per Chapter III of the Law on Preschool and School Education); strategies for measuring impact.

3. Biography of the trainers
4. Price proposal to be submitted through Annex C – Financial Offer Form. **The form should be dated, signed, stamped and scanned.**

Please note that the price offer should only cover the creation of training programmes, the participation of trainers, the development of materials for the training, as well as impact assessment. The logistical cost for the organization of events (accommodation, hall, catering) will be covered by UNHCR.

On Lot 3:

The training programme on *trauma-informed teaching* should cover a duration of 8 academic hours of capacity-building activities targeting primary school teachers.

In order to submit a proposal, please provide:

1. Description of the company and the company's qualifications, including information on: year founded; headquarters location; number of similar successfully completed projects and number of trained individuals; experience with UN or other international organizations, if any; teaching materials produced. Include any information that will facilitate our evaluation of your company's substantive reliability, financial and managerial capacity to provide the services.
2. Short training programme annotation: main topics and aspects to be included in the trainings, teaching materials to be used, opportunities for follow-up and community-of-practice support; available accreditation of the programme by the Ministry of Education and Science (opportunities to provide credits to participants as per Chapter III of the Law on Preschool and School Education); strategies for measuring impact.
3. Biography of the trainers
4. Price proposal to be submitted through Annex C – Financial Offer Form. **The form should be dated, signed, stamped and scanned.**

Please note that the price offer should only cover the creation of training programmes, the participation of trainers and the development of materials for the training. The logistical cost for the organization of events (accommodation, hall, catering) will be covered by UNHCR.

V. Profile of the Contractor(s)

The following qualifications are required:

On Lot 1:

- Expertise in the providing capacity building activities in teaching Bulgarian language as a foreign language;
- Experience in providing training to teachers;
- Capacity to provide qualification credits to teachers participating in the training programmes;
- Excellent knowledge of the Bulgarian education system and the relevant legislation in Bulgaria;
- Knowledge of the asylum in the context of education is an asset;

- Past experience in collaborating with UN agencies or international organizations is an asset.

On Lot 2:

- Expertise in the teaching inclusive education methodologies;
- Experience in providing training to teachers;
- Excellent knowledge of the Bulgarian education system and the relevant legislation in Bulgaria;
- Knowledge of the asylum in the context of education is an asset;
- Capacity to provide qualification credits to teachers participating in the training programmes is an asset;
- Past experience in collaborating with UN agencies or international organizations is an asset.

On Lot 3:

- Expertise in the capacity-building on trauma-informed teaching;
- Experience in providing training to teachers;
- Excellent knowledge of the Bulgarian education system and the relevant legislation in Bulgaria;
- Knowledge of the asylum in the context of education is an asset;
- Capacity to provide qualification credits to teachers participating in the training programmes is an asset;
- Past experience in collaborating with UN agencies or international organizations is an asset.

Evaluation of the proposals will be based on an evaluation of a technical and financial offer.

The technical evaluation is to follow criteria outlined in Technical Evaluation Table 1 for Lots 1, 2, 3.

Relevant frame agreements will be concluded with the winning bidders.

VI. Monitoring and Evaluation of the Assignment

The selected provider(s) will work under the direct supervision of the UNHCR Senior Integration Associate.

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