



## **Terms of Reference**

### **For a Request for Proposal to**

### **Komar Rien Komar Cheh Facebook page Contents**

### **Math Grade 1 and Grades 2 INSET TLMP**

#### **I. Background**

The Ministry of Education, Youth and Sport (MoEYS), under the Framework of the National Strategic Development Plan, developed the Education Strategic Plan (ESP) 2019-2023 with the ambition to develop human capital to lead Cambodia's transformation to an upper-middle income country by 2030. To achieve these national goals, the Teacher Policy Action Plan (TPAP) was formulated aiming at providing clear direction for systematic reform and implementation of teacher policies, including concrete programmes, activities, timelines, expected outcomes, and projected budget for implementation.

The GPE3 grant for Cambodia consists of two parts: a 'fixed part' of US\$14.4 million managed and co-funded by UNESCO as the Grant Agent, and a 'variable part' of US\$6.2 million having UNICEF as the Grant Agent. The two parts of GPE3 will work in a complementary manner to achieve impactful results.

For the fixed part, under the leadership of the MoEYS and in consultation with the development partners, UNESCO formulated the Strengthening Teacher Education Programmes in Cambodia (STEPCam), for the period 2018 -2021, to institutionalize continuous professional development for teachers in Cambodia, as envisaged in the MoEYS CPD Policy.

The objective of the programme is to improve the quality of teaching to improve student learning, providing assistance at five levels: system, trainers, teachers, teaching and learning environment. STEPCam will (i) develop continuous professional development systems; (ii) support the government's efforts in enhancing competencies of in-service teachers, specifically those in early grades, as part of improving learning outcomes; (iii) upgrade qualification of trainers at Provincial Teacher Training Centres (PTTCs); and (iv) upgrade PTTCs infrastructure.

The second component of the Programme is about "in-service training (INSET) for the professional development of teachers on Early Grade Learning (EGL)". This component supports the Cambodian Ministry of Education, Youth, and Sport (MoEYS) in developing and piloting a national Early Grade Learning programme, through revision of the teaching and learning materials, teachers training, and on-going support to teachers for improved teaching in Khmer reading/ writing (Early grade reading - EGR) and mathematic (Early Grade Maths - EGM) subjects.

The Call for Partnership aims to complement the teaching and learning that is happening in schools and to assist parents to support their children. STEPCam and MoEYS have developed Maths Grade 1 (G1) and Grade 2 (G2) Teaching and Learning Materials Packages (TLMP). Each of grade 1 and grade 2 TLMP consists of a teacher guide, student exercise (support) book, student workbook and teaching and learning materials. Now that MoEYS has approved the Maths Grade 1 and 2 TLMP, these materials need to be turned into digital formats to be uploaded on the KRKC Facebook page. Given COVID-19 and the new context in which education needs to be delivered, this intervention will contribute to strengthening the online learning initiative of the MoEYS. The Early Grade Khmer Literacy Teaching Learning Packages have been already digitalized and uploaded on the official MoEYS EGL Komar Rien Komar Cheh (KRKC) Facebook page.

This intervention will allow the Primary Education Department (PED) to increase its available portfolio of resources for children to learn in enjoyable ways. The resources will include materials accompanying short

texts and audio files that guide, remind and encourage students to learn at home every day. Furthermore, the resources will incorporate sign language videos for children and adults who have a hearing impairment. The contents and materials for this programme will be derived and aligned with the existing EGM Grade 1 and Grade 2 TLMP. The online material will be posted on the KRKC Facebook page and will complement the EG Khmer literacy that has already been posted. The MoEYS will post these new Maths materials each day, and this material will cover the entire academic year, which is expected to run from January to November 2021.

Hence, UNESCO Phnom Penh office is seeking an innovative, dynamic, creative and experienced organization/institution/ NGO to support the MoEYS to turn the existing Maths teaching and learning material packages into online materials to assist students learnt home more effectively.

## **II. Objective**

To support PED of MoEYS to turn the recently approved Maths Grade 1 and Grade 2 TLMP into daily online contents to be posted in the MoEYS Official EGL Komar Rien Komar Cheh Facebook Page.

## **III. Output/Deliverables**

- An inception report that details the work plan, layout/structure, design of online materials, and key messages for the KRKC Maths Grade 1 and 2 resources.
- Online Maths materials and worksheets with accompanying, photos, images, short texts and audio (in Khmer language) that can guide, remind and encourage student to learn every day at home. The resources will incorporate sign language videos for children and adults who have a hearing impairment where appropriate.
- Online Maths material and accompanying photos, images, short texts and audio instruction that guide parents to support their children to use the online Maths materials.

These online materials must be prepared for daily posting one month in advance and approved by PED. The posting calendar should be aligned to the teaching and learning calendar to complement school based learning.

The images and videos used in the material must be good quality and of an appropriate resolution for publication online. All final materials/products must be submitted to PED in soft copy in a format that the MoEYS can upload into the KRKC Facebook Page.

## **IV. Activities**

Activities need to be planned, developed and implemented in close consultation and coordination with the PED/MoEYS and UNESCO STEPCam team.

Most of the activities should be planned and organized in alignment with similar products already uploaded in the Komar Rien Komar Ches and with the INSET EGM.

- 1) Develop an inception report that describes the assignment outputs, and an accompanying work plan that provides the timeline of the required steps to undertake this assignment two weeks after the commencement of the contract. The inception report will include a sample and template of the material to be posted for approval by PED/MoEYS and UNESCO.
- 2) Develop online Grade 1 and Grade 2 Maths materials to be posted on the KRKC Facebook Page. Key elements in the online materials for each grade should consist but not be limited to the following:
  - One or two or pages of Maths content materials per grade per day based on students exercise book, student workbook, teaching video and audio worksheets produced by MoEYS.

- The materials should be accompanied with relevant full color photo/image/video that is attractive for early grade students, promote inclusive education, gender equality, practical hygiene behavior and environment protection.
  - Include short texts and audio (in Khmer language) that can guide, remind and encourage students to learn at home every day.
  - The Maths materials to be uploaded on the KRKC Facebook page should be aligned with the existing Grade 1 and Grade 2 TLMP and developed based on a review of:
    - o Komar Rien Komar Cheh facebook page
    - o MoEYS's teacher guide for Maths Grade 1 and Grade 2 (2020)
    - o MoEYS's new (2018) and old (2006) curricula for early grade Maths
    - o MoEYS's current textbook (2006)
    - o Students' textbook for grade 1 and grade 2 (2020)
    - o Students' exercise book for grade 1 and grade 2 (2020)
    - o Students' workbook for grade and grade 2 (2020)
- 3) Develop online Maths materials accompany with short texts and audio instruction, with reference to the materials in point #2 above, that guide and remind parents to support their children partake in online learning at home.

## **V. Methodology**

All activities need to be implemented in close coordination and consultation with PED and STEPCam team. The online Maths materials should be based on the grade 1 and grade 2 Maths TLMPs approved by MoEYS recently.

The partner organization should start by reviewing existing materials used by PED, especially the Kumar Rien Komar Cheh Programme. The Partner organization will be responsible for the production of EGM Grade 1 and Grade 2 online materials. The online learning materials should be context relevant, reflect the existing exercise book and student workbook, user-friendly, and engaging (through attractive drawings, image, layout and audio). Messages must be presented in a way that is short, simple, clear and can be understood by students and their parents.

The online materials should be carefully scoped and be consistent and relevant for all daily lessons to reinforce and create a routine for students to learn, and for parents to effectively support their children's learning. Each day's materials should include an appropriate learning exercise elaborated by short text and photo or image to attract learning.

The partner organization will be responsible to produce the draft version of the online materials at the beginning of the contract to approve the template, sample and methodology; these will be revised and approved by MoEYS's PED and UNESCO.

After the format is approved, the partner organization will create a batch of daily posts each month. Each batch will be submitted to PED for revision and approval one calendar month before the scheduled posting date on KRKC. After feedback is received from PED, the partner organization will provide the final version seven working days before the scheduled posting date. For example, as 2021 academic year is expected to start on 11 January 2021, the first batch of posts for the period 11 January to 10 February will need to be submitted to PED for revision by the 11 December 2020, while the final revision should be submitted by the 4 January 2021. This timeline structure must be adopted for the entire duration of the contract until the end of 2021 academic year. The materials must fit with the grade 1 and grade 2 children, promote gender equality and girls' empowerment, as well as environmental protection and be inclusive. Particular attention should be given to children and parents experiences hearing impairment and sign language should

be integrated in all videos and instruction whenever feasible. PED will be responsible for the timely posting of the material.

All material must be developed in Khmer.

## **VI. Timing**

The activities described above are expected to be conducted between November 2020 and December 2021.

## **VII. Reporting**

All reports must comprise a programmatic and financial section that will be submitted with deliverables before each contract instalment is released. The Programmatic section of the report should be short, specific and progressively build on previous reports without repetition. Report templates should be agreed in advance with UNESCO. All reports should be submitted in English in word and pdf format. UNESCO will not delivered any payment before receiving official written confirmation from MoEYS that the materials developed meet expectations and standards.

## **VIII. Minimum Content of the proposal**

A technical description, which demonstrates an understanding of assignment, including challenges and solutions to address them effectively and efficiently in the given timeframe.

### **1. Contents of Technical Proposals**

The written technical proposal will be in hard copy and PDF format and include the following elements as a minimum requirement:

- a) Presentation of the bidding institution including:
  - Name of the institution;
  - Date and country of registration/incorporation;
  - Summary of corporate structure and business areas;
  - Corporate directions and experience;
  - Location of offices; and
  - Number and type of employees or agents relevant to this proposal.
- b) Complete UNESCO Partner Identification Form (Form AM-7-9A)
- c) Narrative description of the bidding institution's experience and capacity in the following areas:
  - Relevant experience in the education sector of Cambodia
  - Previous and current assignments in Cambodia in Early Grade Maths, INSET, online learning.
  - Previous experience in producing attractive and child-friendly EGL learning material
  - Previous and current assignment with similar agencies (UN and INGOs);
  - Previous experience of ICT in Education.
- d) Monitoring and evaluation reports which layout the impact of the previous and/or current assignments when relevant to this ToR if available (If not please specify in the proposal the motivations);
- e) Relevant references of the bidding institutions (past and on-going assignments) in the past three years. UNESCO may contact reference persons for feedback on services provided by the bidding institution.
- f) Samples or links to samples of previous relevant work listed as reference of the bidding institution (at least three), on which the proposed key personnel directly and actively contributed or authored.
- g) Proposed methodology and potential constraints for work assignments. It should minimize repeating what is stated in this ToR and respond to the methodology outlined above. There is no minimum or maximum length. If in doubt, ensure sufficient detail.
- h) Work plan, which will include as a minimum requirement the following:
  - Detailed work plan based on the one proposed in the ToR
  - Detailed timetable by activity proposed by the bidding institution (it must be consistent with the general work plan and the financial proposal).
- e) Team:
  - Summary presentation of proposed team leader;
  - Summary presentation of proposed key personnel;

- Level of effort of proposed team leader by activity (it must be consistent with the financial proposal); and
- CV of team leader and key personnel proposed to work on this assignment.

## 2) Contents of Financial Proposals

The price proposal must be fully separated from the technical proposal. The financial proposal will be submitted in hard copy. Costs will be proposed in USD\$ excluding all taxes. It should be aligned and comparable as much as possible with the proposed activities and workplan. Partner contribution will need to be clearly highlighted in a dedicated column of the budget and expressed also in percentage. The budget must include the following elements as a minimum requirement:

- Overall price proposal; and
- Budget by phase and by cost category. This will include cost relating to:
  - Programme implementation cost
  - Personnel costs, international flights, internal transportation, in-country mission of the team, translation services, report editing, and overheads.

## **IX. Eligibility/Qualification/Experience requirements**

Overall, the Institution and the team members should meet the following requirements/qualifications:

### Knowledge, Skills and Experience:

- An advanced degree in education or related field;
- A minimum of 8 years of progressively extensive experience in the education sector;
- Strong command of good practices in INSET in both face-to-face and virtual environments, and, preferably, primary education;
- Excellent ICT skills, particularly those needed to develop on-line learning resources that are attractive and children-friendly.
- Evidence of experience of similar nature projects, including preparing and managing Early Grades Maths, INSET and Education Programmes in Cambodia;
- Demonstrated experience in development of contents, which are user-friendly and attractive to the final users
- Excellent verbal and written skills in English and Khmer.

### Competencies:

- Ability to work collaboratively with counterparts in government ministries and at sub-national levels;
- Ability to deliver results amid tight deadlines;
- Excellent planning, organizational and coordination skills;
- Ability in injecting innovation in the work delivered;
- Strong ability in negotiating with multiple counterparts on technical contents.