

United Nations Children's Fund (UNICEF)

Vientiane, Lao PDR

An Individual international Consultancy for Development of Pedagogical Advisory Support Program

Terms of Reference

1. Background:

Improving pedagogical support for primary teachers means better teaching and better learning outcomes for students and is a key area of focus for the Ministry of Education and Sports (MoES). Indeed, the Education Sector Development Plan (ESDP) 2021–2025 of Lao PDR identifies the provision of pedagogical support as a key element of Outcome 2: Increased number of primary school children with functional literacy and numeracy skills.

UNICEF has provided support to the MoES to undertake a review and national consultation on the pedagogical advisory support system. A key finding of these exercises was that there is a lack of systematic pedagogical support to schools and that the system relies on Pedagogical Advisors (PAs) who are not equipped to adequately support teachers to apply learner-centred pedagogies in practice and effectively meet the specific needs of different classroom and school environments including multi-grade classrooms, non-Lao speaking classrooms, and those with limited resources. Additionally, district education offices do not have sufficient resources for PAs to provide ongoing in person support to teachers.

One of the key recommendations from these exercises is to comprehensively strengthen the pedagogical support that is applicable and practical in the Lao context. The MoES is currently revising the pedagogical support structure, decreasing the reliance on PAs for pedagogical support and focusing instead on improving the capacity of Teacher Development Units (TDUs) within the districts and to develop Teacher Training Colleges (TTCs) into professional development centers. It is also envisaged that role of district pedagogical support staff will be to support schools and clusters to conduct their internal pedagogical supervision and teacher professional development activities to make the system sustainable and cost effective. This new system will leverage the use of school self-assessment and development process using Fundamental Quality Standards (FQS) to develop, implement and monitor continuous professional development (CPD) plans.

UNICEF has supported both system strengthening and capacity building of concerned personnel (including TTC and district staff) who play a role in providing pedagogical support to the school staff to improve their teaching practice and to conduct teacher professional support activities in their schools and clusters to address pedagogical needs. In 2019, UNICEF developed a training package for PAs and conducted training with PAs in 9 provinces.

Since the onset of the COVID 19 pandemic the pedagogical support system has undergone restructuring and several other changes have occurred including the ongoing revision of the primary curriculum, the development of a new teacher policy and the development of a new CPD framework and decree as well as a revision of the school self-assessment and development planning process using FQS. During the pandemic, UNICEF also supported the MoES to develop and launch a digital based learning platform that includes teacher professional development. There is now a need to update the pedagogical advisory training package and implementation strategy to reflect these shifts.

2. Purpose:

The purpose of this assignment is to provide technical assistance to MoES in strengthening of the Pedagogical Advisory Support system and implementation strategy. The major objectives of this consultancy are to provide technical assistance:

- Undertake a review of the PA support system and develop a strategic note for PA systems strengthening to be endorsed by MoES and development partners
- Work with MoES on needs assessment to identify key training targets in the TDUs, TTCs and align this with ongoing CPD and school cluster support initiatives
- Update the PA Capacity Building package for primary education, including the course outline and associated course material package.
- To support design of demand driven and cost-effective pedagogical support model that reflects the structural context and CPD strategies. The model is to be piloted in selected districts, where school self-assessment and development planning using FQS is also being piloted.

3. Work Assignments:

The consultant under this contract will support the Department of Teacher Education and Department of General Education of the Ministry of Education and Sports (MoES) to update/revise the Pedagogical Advisory Upgrading Program course for primary education. The consultant is expected to work closely with MoES colleagues to develop a strategic note on PA systems strengthening and to identify key strategic training targets in the new system. The consultant will then review and revise the course outline, the training package (including training facilitation manual, participant books and other training materials (video, supervision and monitoring tools, etc.) and materials for final assessment for accreditation. The consultant will support conducting refresher training of the trainers. The PA Upgrading Course is proposed to be blended and divided into three modules and each module is combined with training in person in the training center, digital based self-guided learning and field practice. The consultant will also support MoES to design a demand driven, cost-effective and contextually applicable model of cluster/school based pedagogical support for further field testing and scaling up.

The consultant will be required to provide an inception report. The final specific details will be agreed among MoES/DGE-DTE, UNICEF and other relevant stakeholders. During the consultancy period, the consultant is expected to conduct the following tasks:

TASK 1: QUICK SITUATION ANALYSIS OF THE EXISTING PEDAGOGICAL ADVISORY SUPPORT SYSTEM FOR CONTINUOUS TEACHER PROFESSIONAL DEVELOPMENT

The purpose of this exercise is to get a picture of the current situation of the teacher professional support system which pedagogical advisory system supports. The specific objectives of this task are 1) to learn to what extent pedagogical advisory support effectively contributes to CPD for teachers; 2) to identify key knowledge and skills that Pedagogical Advisors will need in order for them to effectively provide the technical and professional support for the teachers and school principals to improve the quality of teaching and learning as well as implementation of school and cluster-based supervision. The exercise will also provide a clear picture of how the cluster/school- based teacher professional support works and what needs to be improved to make it applicable, demand driven and cost-effective. The quick analysis will be conducted on the home-based basis. During this period, the consultant can have online meetings with relevant MoES staff or development partners to seek for information or opinions. UNICEF could help connecting with concerned people as needed.

Key activities will include:

1. *(REMOTE) Conduct a desk review of relevant documents: existing relevant teacher education policies, other documents (INSET framework, CPD plan, teaching standards, primary education curriculum, existing pedagogical advisory support system with focus*

on cluster/school based pedagogical support) and relevant literature on effective in-service teacher professional support system, policies and practice in regard with pedagogical advisory support. Such documents are to be provided by MOES/UNICEF as well as sourced by the consultant.

- 2. (REMOTE) Review existing PA training package to identify what changes need to be made to the update the training package, including objectives/expected outcomes of the course, course structure, contents (what to be amended or added), delivery modality and methods, etc).*
- 3. (IN COUNTRY) Work with MoES to map new pedagogical support structure at national, district and school/cluster level and identify key individuals to receive additional training using the revised training package.*
- 4. (IN COUNTRY) Based on results of the activity 1 to 3, the consultant will develop a strategic note on pedagogical support including a revised course outline.*

TASK 2: REVISION OF PA TRAINING COURSE MATERIALS.

Following review and approval from MoES on strategic note and draft revised course outline, the consultant will work with MoES to revise the training package, including 1) finalization of the course outline and 2) three module package materials, including trainer facilitation manual and PA books, videos, etc.

Key activities will include:

- 1. (IN-COUNTRY) Conduct a consultation workshop to share the quick analysis findings and recommendations, proposed PA training course outline and the rough proposed design of the cluster/school- based teacher professional development with MoES concerned stakeholders (Department of Teacher Education (DTE), Department of General Education (DGE), Research Institute for Educational Sciences (RIES), TTCs and local staff) and other development partners including DFAT BEQUAL, JICA and other INGOs. Feedback and recommendations from the quick analysis and consultation workshop will be used for the training package revision.*
- 2. (IN-COUNTRY) Based on results of the consultation workshop, revise the training materials. Due to time constraints for the rollout, module-based revision will be applied, starting from revision of module 1, followed by module 2 and 3 step. (The work plan with clear timeline will need to be agreed with the MoES). The revision process will be participatory. The consultant will work closely with the MoES core assigned staff to come up with the realistic revision plan. The core trainers will closely work with the consultant along the process to make sure that all proposed changes and amended are fully addressed. Regular consultation/discussion meetings will be conducted as necessary.*

TASK 3: REFRESHER TRAINING FOR THE MOES TRAINERS

The consultant will be required to conduct a refresher training for key trainers from key line departments on the revised package based on the agreed plan.

Key activities will include:

- 1. (IN-COUNTRY) Conduct a refresher training for the trainers on the revised PA course materials, especially the amended, updated parts for module 1.*
- 2. (IN-COUNTRY) Conduct a day refresher training for the trainers on the revised PA course materials, especially the amended, updated parts for module 2.*

3. *(IN-COUNTRY) Conduct a day refresher training for the core trainers on the revised PA course materials, especially the amended, updated parts for module 3.*

Remarks: Refresher training can be flexible. It can be done module by module or combined module 1 and 2, or all three modules at the same time based on the agreed work plan and timeline.

TASK 4: DESIGN A DEMAND DRIVEN AND COST-EFFECTIVE CLUSTER/SCHOOL BASED PEDGAGOGICAL SUPPORT FOR TEACHERS.

Key activities include:

1. *(IN-COUNTRY) Conduct in-depth study of cluster/school based pedagogical advisory support for CPD of teachers. In addition to the quick analysis findings and recommendations, the consultant will conduct further consultation with concerned stakeholders, especially at district, cluster and school levels. With this purpose, the consultant will need to conduct a field visit to selected districts and schools.*
2. *(IN-COUNTRY) Based on the quick analysis findings and recommendations and results of the field visit, draft a proposed model of cluster/school based pedagogical advisory support for teacher professional development. The proposed model is to be demand driven and cost effective that is linked to the FQS based school development and school block grant utilization. The model will also need to be simple and contextually applicable as part of their daily work, but not put extra burden for the school principals and teachers.*
3. *(IN-COUNTRY) Conduct a consultation workshop to 1) share the draft proposed model concept and to seek for feedback and agreement for further refinement.*
4. *(REMOTE) Based on the consultation results, finalize the draft model for further field pilot. The consult is required to develop the tentative pilot plan and monitoring tools and guidelines.*

4. Qualifications or Specialized Knowledge/Experience Required:

- A master or advanced degree in pedagogy, teacher education or related fields.
- 8 years of work experience in teacher education or similar, preferably in the area of in-service teacher education and in developing country context
- Proven experience in developing and delivery of in-service teacher training programs
- Practical experience in classroom teaching practice, preferably in primary education
- Experience in training or workshop facilitation
- Ability to work in multi-cultural and diverse context. Experience in Lao PDR and South East Asia an asset.
- Effective communication skills, both orally and in writing, in English

5. Location:

The Consultant will be working in the MoES DTE office and UNICEF in Vientiane Lao PDR as needed. It is expected that the consultant will travel to the field to collect information and monitor training of the pedagogical advisors.

6. Duration:

From 19 September 2022 to 28 February 2023.

7. Deliverables:

| Deliverables | Time (working days) |
|--|----------------------------|
| Inception Report | 23 rd Sept 2022 |
| Task 1: Quick situation analysis of existing pedagogical advisory support system | |
| 1.1 A brief situation analysis report (combined activity 1 and 2) | 7 th Oct 2022 |
| 1.2 A report of detailed feedback/comments of the PA training program | 7 th Oct 2022 |
| 1.3 Strategic note including draft revised PA training course outline | 14 th Oct 2022 |
| Task 2: Revision of the training package | |
| 2.1 A report on the workshop results | 21 st Oct 2022 |
| 2.2 Revised PA training course outline and revised training materials | 21 st Oct 2022 |
| 2.3 Revised PA training package module 1 and 2 | 18 th Nov 2022 |
| 2.4 Revised PA training course outline and revised training materials module 3 | 15 th Dec 2022 |
| Task 3: Refresher training of MoES trainers | |
| 3.1 Report on refresher training of trainers on module 1, 2 and 3 | 30 th Dec 2022 |
| Task 4: Design a demand driven and cost- effective cluster/school based pedagogical advisory support for teachers | |
| 4.1 A report field trip report on the existing cluster/school based pedagogical support | 15 th Jan 2023 |
| 4.2 A draft proposed model of demand driven and cost-effective cluster/school-based pedagogical support for teacher professional development | 30 th Jan 2023 |
| 4.3 Final draft of the proposed model of cluster/school based pedagogical support and pilot plan. | 15 th Feb 2023 |

8. Reporting Requirements:

The consultant will be supervised by the Director General/assigned Deputy Director General of Department of Teacher Education and UNICEF Lao PDR Education Specialist, under the overall guidance of the UNICEF Education Manager. Reporting requirements are as per the deliverables and timeframes mentioned above with acceptable quality in a timely manner.

9. Payment Schedule linked to deliverables:

Payment will be made in accordance with UNICEF financial rules and regulations and based on the deliverables below:

| Payment | Conditions |
|--------------------------------|--|
| 10% of the total contract cost | Inception Report |
| 20% of the total contract cost | Successful completion of deliverables for Task 1 |
| 30% of the total contract cost | Successful completion of deliverables for Task 2 |
| 10% of the total contract cost | Successful completion of deliverables for Task 3 |
| 30% of the total contract cost | Successful completion of deliverables for Task 4 |

** The fees shall be calculated based on the days estimated to complete the assignment in the Terms of Reference and shall be considered the maximum compensation as part of a lump sum contract and agreed on a work plan for submission of deliverables. No additional fees shall be paid to complete the assignment. Payment will be made upon delivery of all final products and full and satisfactory completion of the assignment.*

10. Administrative Issues:

The consultant is to use his/her own laptop. Working space at UNICEF office and access to facilities such as internet connection, access to printers will be provided by UNICEF.

The consultant may be asked to undertake in-country travel to provinces and districts as part of this assignment for which UNICEF will cover the costs in accordance with UNICEF regulations.

Copyright of all the deliverables to be produced through this assignment will rest with the MoES and UNICEF.

The cost of medical insurance, including Medical Evacuation (required for consultants who are not working from their home) should be included in the proposal.

11. Contract supervisor:

The consultant will report to and be supervised by the Director General/assigned Deputy Director General and the UNICEF Education Specialist, under the broader supervision of the UNICEF Education Manager.

12. Nature of 'Penalty Clause' to be Stipulated in Contract:

Unsatisfactory performance: In case of unsatisfactory performance the contract will be terminated by notification letter sent five (5) business days prior to the termination date in the case of contracts for a total period of less than two (2) months, and ten (10) business days prior to the termination date in the case of contracts for a longer period.

Performance indicators: Consultants' performance will be evaluated against the following criteria: timeliness, quality, and relevance/feasibility of recommendations for UNICEF Lao PDR.

13. Submission of applications:

Interested candidates are kindly requested to apply and upload the following documents to:

<http://www.unicef.org/about/employ/>

- Letter of Interest (cover letter)
- CV or Resume
- Performance evaluation reports or references of similar consultancy assignments (if available)
- Financial proposal: All-inclusive lump-sum cost, including a breakdown of travel costs, fee and living allowance, for this assignment as per work assignment.

The deadline for applications is 5th August 2022.

14. Assessment Criteria:

As part of the evaluation and selection, a Cumulative Analysis Method (weight combined score method) shall be used for this recruitment. This involves a technical evaluation and an assessment of the financial proposal:

- a) Technical evaluation of the candidates' qualifications, experience and expertise (max. 100 points) weight 70%:

Qualifications (20 points)

- A master or advanced degree in pedagogy, teacher education or related fields (20 points).

Experience and expertise (80 points)

- Demonstrate of proven 8 years of work experience in teacher education, preferably in the area of in-service teacher education and in developing country context (20 points).

- Demonstrate of proven experience in developing and delivery of in-service teacher training program (20 points)
- Practical experience in classroom teaching practice, preferably in primary education (10 points)
- Experience in training or workshop facilitation (10 points)
- Ability to work in multi-cultural diversity and context. Experience in Lao PDR and South East Asia as asset (10 points).
- Effective communication skills, both orally and in writing, in English (10 points)

b) Financial Proposal (max. 100 points) weight 30%

The maximum number of points shall be allotted to the lowest Financial Proposal that is opened /evaluated and compared among those technical qualified candidates who have attained a minimum 70 points score in the technical evaluation. Other Financial Proposals will receive points in inverse proportion to the lowest price. The Contract shall be awarded to the candidate obtaining the highest combined technical and financial scores, subject to the satisfactory result of the verification interview, if required.

The applicants should provide evidence of medical insurance, including coverage for medical evacuation, for the whole duration of the assignment as part of the financial proposal submission.

15. Programme Area, Outputs and Specific Key Results Areas in the Rolling Work Plan:

Section Request: Education Programme Section

Programme Area: Education

Outcome 2: by 2026, more children, including adolescents, especially the most disadvantaged, are better prepared for school and have improved learning outcomes and skills to achieve their full potential

Output 2: Education service providers have improved knowledge, skills and support system to deliver quality, equitable and inclusive early childhood and basic education with improved learning outcomes

Included in approved AWP: Yes No