

Technical assistance to support
teacher development under the
Capacity Development Partnership
Fund (CDPF) Phase III



UNICEF Cambodia

1. Background

The Capacity Development Partnership Fund (CDPF) is a partnership between Ministry of Education, Youth and Sport (MoEYS), the European Union (EU), the Swedish Development Cooperation Agency (SIDA), the US Agency for International Development (USAID), the Global Partnership for Education (GPE) and UNICEF. This pooled funding mechanism works to provide capacity building support to MoEYS across six strategic outcomes: (i) policy development, (ii) planning; (iii) financing; (iv) personnel; (v) inclusive education; and (vi) gender equitable leadership. Although originally designed as a four-year phase (2018-2021), the fund, currently in its third phase of operation, has been extended to mid-2023. UNICEF is the Fund Manager for CDPF Phase III. CDPF Phase III supports MoEYS' implementation of the Education Strategic Plan (ESP) 2019-2023, including education reform priorities. Teacher development is a major education reform priority under the ESP.

Under the CDPF Phase III, further investments will be made to deliver capacity building in the key education reform area of teacher development. These efforts will be focused on Regional Teacher Training Centres (RTTCs) and the Pre-school Teacher Training Centre (PSTTC) and will include ongoing collaborative work with MoEYS' Teacher Training Department (TTD). This work is made possible through a significant additional investment from the EU through the CDPF and has been specifically requested by MoEYS.

In response to the request from MoEYS, an initial mission to determine the scope and focus of proposed teacher development support was undertaken in March 2019, with an options paper completed later in April 2019.¹ Additional financing from the EU for this work became available in late 2019. As a result of this mission, and in consideration of other development partner investments and programmes in the teacher development sector, a focus on providing capacity building to teacher educators at Cambodia's four RTTCs and one PSTTC was confirmed.

During 2020, UNICEF mobilized technical assistance to prepare an annual and medium-term work plan for teacher development, covering a period from 2021 through to mid-2023. The preparation of this plan was undertaken in three phases: (i) an inception phase; (ii) a consultation, data collection and analysis phase; and (iii) integration and plan preparation phase. The inception phase consisted of an extensive literature search and review with evidence and analysis from peer-reviewed and grey literature to identify key questions for interviews, focus group discussions and survey. The consultation, data collection and consultation phase included zoom interviews and

¹ EU Education Advisory Services. 2019. TN091: *Supporting Teacher Professional Development: options paper for EU/CDPF funding*. 24 April 2019.

face-to-face interviews with CDPF partners, other development partners involved in teacher development and key MoEYS central-level counterparts.

Focus group discussions and four surveys with different target groups relating to the work of RTTCs and the PSTTC were also conducted as part of a Training Needs Assessment (TNA) to identify and better understand the priority capacity building needs of teacher educators and senior managers of these education institutions. The analysis of data from these surveys was based on six coding categories.² As part of the integration and plan preparation phase, a review of the six coding categories informed number of themes, which represent the main areas of capacity development on which the annual and medium-term work plan has been designed and developed. The 13 areas of RTTC and PSTTC teacher capacity development were identified, but not limited to, are:

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| 1. Adult learning | 8. Professional reading |
| 2. Technological pedagogical content knowledge | 9. Student-centred pedagogy |
| 3. Teaching subject content | 10. Action research |
| 4. Qualifications upgrade | 11. Financial leadership and block grants management |
| 5. Professional standards for Teacher Educators | 12. Policy awareness, alignment and insights |
| 6. Revised RTTC teacher education curriculum pilot and evaluation | 13. PSTTC teacher education curriculum audit, review and revision |
| 7. Educational leadership and management | |

The objective of this capacity building support through the CDPF to teacher training centres is to ensure that teacher educators are professionally competent, motivated and supported and are equipped with sufficient academic contents and pedagogical skills to meet the demands of 21st century learning, particularly in the context of the 'new normal' recently brought about by the COVID19 pandemic. The workplan has also considered that there is no overlap but is complimentary to other development partner capacity building investments³ in RTTCs and the PSTTC.

The capacity development workplan to support teacher development comprises of a combination of investments in software and equipment, technical assistance, scholarships for qualifications upgrading and professional development activities comprising of workshops, seminars and trainings. The workplan will be implemented from 2021 through to mid-2023, and will be delivered through different modes including workshops, seminar, self-directed learning and blended approaches, including digital education activities. Thus, the need for a highly qualified teacher development technical expert to provide strategic guidance and quality assurance for the formulation and monitoring of key capacity development aspects of the teacher development programme is required.

2. Purpose

The purpose of this consultancy is to provide high quality technical support and strategic guidance to UNICEF and MoEYS to implement the CDPF Phase III annual and medium-term workplan for teacher development. An important part of this consultancy is that it combines technical tasks relating to both professional development and qualification upgrading programmes for teacher educators in the four RTTCs,⁴ and the PSTTC. Therefore, this consultancy is needed to provide high quality and appropriate technical support to, and quality assure of, key activities being

² Codes assigned to the data that view teacher educators as: (1) a teacher of teachers; (2) a researcher; (3) a mentor; (4) a curriculum developer; (5) a monitor; and (6) an intermediary.

³ KOICA supports RTTCs on ICT curriculum development for pre-service teachers, ICT teaching and learning materials, ICT equipment and remodeling of computer labs.

⁴ RTTCs are responsible for training lower secondary school teachers; and the PSTTC is responsible for training pre-school teachers.

delivered under the teacher development workplan, which are elaborated under the section on specific tasks.

3. Specific Tasks

The consultant will engage and work closely with UNICEF and MoEYS to carry out the following specific tasks, in line with the timeline agreed with UNICEF and MoEYS:

- Develop a technical note for guiding the scoping and implementation of in-service capacity development programmes in the key areas identified in the teacher development work plan, for the purpose of establishing institutional arrangements and supporting the selection process of an appropriately qualified institution.
- Provide strategic guidance and quality assurance to inform the academic rigor in content development for key in-service capacity development programmes for teacher educators; including the integration of these programmes with MoEYS' emerging Continuous Professional Development (CPD) credit-based system.
- Provide technical inputs into the design of the qualifications upgrading component of the teacher development programme for both domestic and international study programmes, including negotiation with preferred academic institutions regarding tailored tertiary courses.
- Provide technical guidance to TTD, RTTCs and the PSTTC for setting up a digital learning management system linking to the broader MoEYS digital learning platform; ensuring the key components of the system meet the requirements for course delivery and is user friendly for teacher educators.
- Provide technical guidance and quality assurance to UNICEF, TTD, RTTCs and the PSTTC to support the implementation of the in-service capacity development programme for teacher educators, consisting primarily of workshops and seminars using blended learning approaches.
- In liaison with the CDPF M&E consultant, support the development of specific M&E arrangements for the teacher development programme under CDPF Phase III, to ensure that arrangements are in place for UNICEF and MoEYS to adequately measure the impact of the programme on an annual and ongoing basis; and to advise on any adjustments that may be needed during implementation to optimize impact/results. Results indicators developed for teacher development should fit meaningfully within the existing CDPF M&E plan and be relevant to the implementation of MoEYS' Capacity Development Master Plan (CDMP) 2020-2024.
- Produce high quality technical notes, policy briefs, reports and PowerPoint presentations related to teacher development activities, as required.
- Establish strong working relationships with the MoEYS, TTD, RTTCs, the PSTTC, UNICEF, key implementing partner institutions and other partners involved in teacher development work in Cambodia.

4. Expected deliverables:

The consultant will be expected to prepare an inception report with work plan (approximately 10 pages, excluding annexes) at the beginning of the assignment; and a short report (approximately five pages, excluding annexes) on the key tasks achieved on a monthly basis with reference to the work assignments described in section 3 above, as and when they occur. The specific structure of the monthly report will be discussed and agreed with the contract supervisor. A final report (approximately 10 pages, excluding annexes) will be prepared by the consultant, detailing overall key achievements for the year and recommendations.

No.	Month ¹	Deliverables	Estimated # of working days for deliverables	Deadline for completion
1	April 2021	<p>Deliverable #1: <u>Inception report with proposed work plan</u> (approximately 10 pages, excluding annexes).</p> <p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> ▪ Desk review of key documents in respect to teacher development, including the Education Sector Plan (ESP) 2019-2023; the draft CDPF M&E Plan; the draft Capacity Development Master Plan (CDMP), teacher development technical appraisal mission report; the inception report on teacher development; the digital learning and ICT in the context of teacher development report (2021); the annual and medium-term workplan for teacher development under CDPF Phase III; MoEYS' Continuous Professional Development (CPD) Framework and Action Plan, and JICA's Teacher Education Subsector Analysis Report⁵. ▪ Some other policy documents that should also be referred to include the Teacher Professional Standards (TPS), the Teacher Education Provider Standards (TEPS), draft policy on the Teacher Career Pathways (TCP), KOICA's "Project for ICT capacity Building of Lower Secondary Education in Cambodia (2021 – 2026). ▪ Contribute to teacher development technical meetings and consultations 	10 days	30 April 2021
2	May 2021	<p>Deliverable #2: Monthly report of consultancy with achievements and other updates.</p> <p>The following key tasks may be undertaken in this period, as well as other tasks as needed</p> <ul style="list-style-type: none"> ▪ <u>Draft technical note</u> (max 15 pages) for establishing institutional arrangement to develop capacity development programmes in the 13 priority areas. To inform the Technical Note, undertake review of existing/ongoing professional development instruments curriculum of RTTC and PSTTC teacher educators in addition of other reviews conducted for inception report. ▪ Present the draft technical note to UNCEF and MoEYS for comments before submitting the final version to UNICEF. ▪ In close collaboration with MoEYS' Department of ICT and TTD, identify the most <u>appropriate digital learning management system (LMS)</u>, including any systems that are currently in use in the five TEIs to draft a <u>Concept Note</u> on setting up digital learning system in RTTCs and PSTTC (max 5 pages) ▪ Organize stakeholders' meetings to validate the draft concept note before submitting to UNICEF. 	17 days	31 May 2021
3	June 2021	<p>Deliverable #3: Monthly report of consultancy with achievements and other updates.</p> <p>The following key tasks are expected to be undertaken in this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> ▪ Provide technical input into <u>the qualifications upgrading</u> component of teacher development programme, which will involve the <u>design of a scholarships programme</u> for both domestic and international study programmes. ▪ Conduct a <u>rapid assessment</u> to identify qualified institutions for tailored tertiary courses for domestic and international programmes. ▪ Review and technical input to finalizing the Terms of Reference (ToR) for developing institutional contract 	10 days	30 June 2021

⁵ JICA, Teacher Education Subsector Analysis Report: For the strategic upgrade of basic teacher qualifications to the degree level, published February 2019.

4	July 2021	<p>Deliverable #4: Monthly report of consultancy with achievements and other updates.</p> <p>The following key tasks are expected to be undertaken in this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> ▪ Finalize the design of the <u>qualification upgrading</u> programmes and negotiations with preferred institution(s) on academic course development. ▪ Review technical proposals from participating institutions and participate in the selection process to identify a qualified institution for developing capacity development programmes. ▪ Once the institution is selected, review and provide technical inputs to the finalization of the <u>programme document</u> with the selected institution for developing the in-service capacity development programmes. 	15	31 July 2021
5	August 2021	<p>Deliverable #5: Monthly report of consultancy with achievements and other updates.</p> <p>The following key tasks may be undertaken in this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> ▪ Ongoing quality assurance to scholarship programme design and course development. ▪ Review and input into the <u>content development</u> of in-service capacity development programmes by the selected institution in key development areas including curriculum development/revision and professional standards for teacher educators ▪ Technical guidance and input to the selection of teacher educators for scholarship programmes. 	10	31 August 2021
	September 2021	<p>Deliverable #6: Monthly report of consultancy with achievements and other updates.</p> <p>The following key tasks are expected to be undertaken in this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> ▪ Technical input to ongoing qualification upgradation programmes ▪ Review and quality assure <u>content development</u> of in-service capacity development programmes by the selected institution ▪ Develop <u>specific M&E frameworks and tools</u> for the teacher development programme under CDPF Phase III, to measure the impact of the programme on an annual and ongoing basis; and to optimize the impacts for strengthening the TEIs in the long-term. 	10	30 September 2021
	October 2021	<p>Deliverable #7: Monthly report of consultancy with achievements and other updates.</p> <p>The following key tasks are expected to be undertaken in this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> ▪ Finalize the M&E framework and measurement tools linking to the broader CDPF and CDMP M&E frameworks ▪ Review and quality assure the <u>content development</u> of in-service capacity development programmes by the selected academic institution. ▪ Technical input and quality assurance of the ongoing in-service capacity development seminars/workshops in areas including curriculum development/revision and developing professional standards for teacher educators; and qualifications upgradation programmes. ▪ Produce high-quality technical notes, policy briefs, reports and PowerPoint presentations. 	13	31 October 2021
	November 2021	<ul style="list-style-type: none"> ▪ Deliverable #8: Monthly report of consultancy with achievements and other updates. 		

		<ul style="list-style-type: none"> ▪ The following key tasks are expected to be undertaken in this period, as well as other tasks as needed: ▪ Technical input and quality assure the ongoing teacher educator qualification upgrading programmes. ▪ Review and input into the content development of ongoing in-service capacity development programmes developed by the selected academic institution. ▪ Undertake necessary preparations for the national seminar on teacher development including producing technical notes/briefs, reports and PowerPoint presentations ▪ Review and technical input into the overall CDPF M&E framework and results-based reporting. 	8	30 November 2021
	December 2021	<p>Deliverable #9: Monthly report of consultancy with achievements and other updates.</p> <p>The following tasks are expected to be undertaken in this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> ▪ Technical input into the in-service capacity development seminars and workshops. ▪ Review and quality assure to teacher educator qualification upgrading programmes. ▪ Technical guidance and inputs into the preparation for the national seminar on teacher development. ▪ Review and technical input into the overall CDPF M&E framework and results-based reporting. 	8	31 December 2021
	January 2022	<p>Deliverable #10: Monthly report of consultancy with achievements and other updates.</p> <p>The following key tasks are expected to be undertaken in this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> ▪ Review and quality assure the ongoing in-service capacity development seminars/workshops and teacher educator qualifications upgrading programmes. ▪ Technical input into the organization of National Conference, which will be hosted jointly by MoEYS and key teacher development partners. ▪ Technical input into the teacher development conference materials including media products such as press-release and other associated publicity briefs. ▪ Review and technical input into overall the CDPF M&E framework and results-based reporting. 	10	31 January 2022
	February 2022	<p>Deliverable #11: Monthly report of consultancy with achievements and other updates.</p> <p>The following tasks may be undertaken in this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> ▪ Technical input and quality assure the ongoing in-service capacity development seminars and workshops and teacher educator qualifications upgrading programmes. ▪ Review and technical input into the overall CDPF M&E framework and results-based reporting. ▪ Final consultancy report detailing key achievements and recommendations for the future. 	9	28 February 2022
		Total number of days	120 days	

5. Qualifications or Specialized Knowledge/Experience Required

- Advanced university degree in education, teacher development or related technical field.
- A minimum of 10 years of professional experience in education, teacher development, and experience working with teacher education institutes or related areas at the international level, some of which undertaken in a developing country is required.

- Experience of working with government counterparts, preferably in Cambodia, providing technical support and/or implementing programmes on education, teacher development and human resource development issues.
- Relevant experience in a UN system agency or organization is an asset.
- Excellent inter-personal, mentoring, facilitation and communication skills.
- Excellent English language written and spoken skills are required.
- Able to work to meet deadlines.
- Excellent computer literacy and presentation skills.
- Experience preparing complex deliverable using remote communication technology.

6. Location

This consultancy will be home-based, and the consultant will perform all tasks remotely.⁶

7. Duration

The total number of days for this consultancy is 120 days, stretched over the period of 11 months starting in March 2021. Deliverables for each year is defined with estimated number of days.

8. Reporting Requirements

The consultant will report directly to UNICEF's Education Specialist (Teacher Development). UNICEF's Chief of Education will provide strategic direction and orientation to the consultant, as required.

The consultant will work in close consultation and collaboration with TTD, RTTCs, PSTTC, relevant technical departments of MoEYS, identified institutions. During this period, it will be important for the consultant to ensure broad cooperation between development partners supporting different aspects of teacher education. The consultant will be expected to facilitate information sharing and coordinate support amongst development partners effectively. The consultant will also be expected to work/collaborate closely with other technical advisors mobilized by development partners to support teacher development efforts.

9. Payment Schedule linked to deliverables

Payment schedule is outlined below and will be made upon satisfactory delivery of the deliverables.

Tranche/ Phase	Deliverables	Deadline for completion	Payment
1	Deliverable # 1: Inception report and detailed work plan	30 April 2021	30%
	Deliverable # 2: Monthly report of consultancy with achievements and other updates.	31 May 2021	
2	Deliverable # 3: Monthly report of consultancy with achievements and other updates.	30 June 2021	20%
	Deliverable # 4: Monthly report of consultancy with achievements and other updates.	30 July 2021	
3	Deliverable # 5: Monthly report of consultancy with achievements and other updates.	31 August 2021	20%
	Deliverable # 6: Monthly report of consultancy with achievements and other updates.	30 September 2021	
	Deliverable # 7: Monthly report of consultancy with achievements and other updates.	31 October 2021	
4	Deliverable # 8: Monthly report of consultancy with achievements and other updates.	30 November 2021	30%
	Deliverable # 9: Monthly report of consultancy with achievements and other updates.	31 December 2021	

⁶ Should there be an emerging need for the consultant to travel to Cambodia to undertake in country tasks, the consultant will be requested to submit financial proposal for travel associated costs separately. Travel in-country would not take place unless the travel restrictions are lifted, and safety of the travel is assured.

	Deliverable # 10: Monthly report of consultancy with achievements and other updates.	31 January 2022	
	Deliverable # 11: Final report of consultancy with achievements and other updates.	28 February 2022	

10. Administrative Issues

As this consultancy is home-based, the consultant is responsible for arranging her/his own office space and equipment to deliver the tasks.

11. Contract supervisor

The consultant will report directly to UNICEF's Education Specialist, who will be responsible for final review of the deliverables and certification of payments to the consultant. UNICEF's Chief of Education will provide strategic direction and orientation to the consultant, as required.

The consultant will work in close consultation and collaboration with the relevant technical departments and MoEYS' CPD working group. During this period, it will be important for the consultant to ensure broad cooperation between development partners supporting different aspects of teacher education and the emerging CPD system. This should be MoEYS led, though its own management structure for joint dialogue, planning and programme implementation. The consultant will be expected to facilitate information sharing and coordinate support amongst development partners effectively. The consultant will also be expected to work/collaborate closely with other technical advisors mobilized by development partners to support teacher development efforts.

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 Cambodia

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)
- ☐ At least one sample of previous written on teacher development or of relevance to this consultancy
- ☐ Financial proposal: All-inclusive lump-sum cost for this assignment as per work assignment.

The deadline for applications is: **Wednesday 10th March 2021**

14. Assessment Criteria

The Contract shall be awarded to the candidate obtaining the highest combined technical and financial scores.

NOTE:

For evaluation and selection method, the Cumulative Analysis Method (weight combined score method) shall be used for this recruitment:

- a. Technical Qualification: **max. 100 points**, weight (70%)
 - Education (**20 points**)
 - Relevant working experience (**40 points**)
 - Knowledge and Skills (**20 points**)
 - Quality of past work (**20 points**)
- b. Financial Proposal: **max. 100 points** weight (30%)
 - The maximum number of points shall be allotted to the lowest Financial Proposal that is evaluated and compared among those technical qualified candidates who have attained a minimum 60 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 candidate obtaining the highest combined technical and financial scores, subject to the satisfactory result of the verification interview.

The maximum number of points shall be allotted to the lowest Financial Proposal that is compared among those technical qualified candidates who have attained a minimum 60 points score in the technical evaluation. Other Financial Proposals will receive points in inverse proportion to the lowest price.