

### TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS

<b>International Consultancy:</b> High level technical assistance to support Cambodia's PRESET reform across preschool, primary, and lower secondary teacher education programmes.	<b>Funding Code:</b>	<b>Duty Station:</b> Phnom Penh, Cambodia (On-site)
<p><b>1. Purpose:</b></p> <p>The purpose of this consultancy is to support Cambodia's Ministry of Education Youth and Sport's (MoEYS), in particular, the Teacher Training Department (TTD) and Teacher Education Institutes (TEIs) including the 4 RTTCs (to be upgraded to new TECs), 2 Teacher Education Colleges (TECs), and the Pre-school Teacher Training Centre (PSTTC) in implementing the teacher education reform initiatives funded by CDPF through GPE grants. This consultancy requires the consultant to provide high quality technical expertise, strategic guidance, and quality assurance support to implement the following key teacher education reform initiatives with high quality outputs.</p> <ol style="list-style-type: none"> <li>1. Development and implementation of bachelor's level Teacher Qualification Upgrading (TQU) programme for in-service primary and lower-secondary school teachers.</li> <li>2. Development and implementation of the PRESET 12+4 teacher education curriculum (new majors to be determined) in the four new TECs.</li> <li>3. Revision of 12+2 PRESET curriculum for preschool teacher education programme and its roll out.</li> <li>4. Development of BA+1 PRESET programme for lower-secondary teachers at the TECs.</li> </ol>		
<p><b>2. Scope of work</b></p> <p><b>2.1. Background:</b></p> <p>Cambodia's Teacher Policy Action Plan 2024-2030 (TPAP 2024-2030) outlines the Ministry of Education Youth and Sport's (MoEYS) vision for the holistic reform of teacher development. Of the four strategic areas in the TPAP 2024-2030, Teacher Education commits to aligning current systems with international best practice and evidence, including through raising minimum qualifications standards of teachers to a minimum Bachelor's level (12+4) for primary and lower-secondary teachers, and a minimum masters level (BA+2) for upper secondary teachers. The implementation of this reform requires upgrading current Regional Teacher Training Centers (RTTCs) and Provincial Teacher Training Centers (PTTCs) to Teacher Education Colleges (TECs), which will offer bachelor-level teacher education programmes. In addition, it necessitates upgrading the qualifications of existing in-service teachers to meet these new standards, with the TPAP citing that 64% of Cambodian teachers did not have a Bachelors' degree in 2022, and nearly one-fourth of primary school teachers and nearly half of secondary school teachers were considered 'under qualified'. These initiatives, which necessitate both PRESET and INSET reforms, are critical to the overall transformation of Cambodia's teacher education system and are key to ensuring the TEIs can produce quality and competent teachers who are well-prepared when they enter the classrooms.</p> <p>Within the context of the TPAP and education system reform, UNICEF, through the Capacity Development Partnership Fund (CDPF), previously supported the development of the Teacher Education Curriculum Framework (TECF) in 2023. The TECF provides a solid framework for the development and improvement of preservice (PRESET) curricula for preschool, primary and lower secondary teacher education/training. The TECF has therefore created the foundation for the development of the new 12+4 programmes for primary and lower-secondary teachers, as well as for developing teacher upgrading programmes for current primary and lower-secondary teachers who do not meet the new minimum 12+4 qualification standards. While minimum qualifications for preschool teachers have not been changed under the TPAP, the TECF also provides the framework for improving the current preschool</p>		

PRESET programme to align with the credit-based framework. In addition to the TECF, MoEYS has also developed a curriculum framework to guide the development of the BA+1 programme to train lower-secondary school teachers to meet the demand for more qualified teachers.

## **2.2. Work Assignment:**

The work assignment is organized in terms of deliverables across four priority areas mentioned above and further elaborated below to be delivered within the period of 2 years from July 2024 – August 2026. This consultancy requires the consultant to be based in Phnom Penh to provide onsite support to the MoEYS and UNICEF.

### **Priority Area (PA) 1:**

#### **Development and implementation of bachelor’s level Teacher Qualification Upgrading (TQU) programme for in-service primary and lower-secondary school teachers.**

Under this area of work, the consultant will first develop a conceptual framework document including an implementation plan for the in-service teacher qualification upgrading (TQU) programme for current primary and lower-secondary teachers to upgrade from a 12+2 qualification to a BA equivalent (12+4). The development of the framework will be based on an extensive literature review of similar upgrading programmes as well as key informant interviews with relevant MoEYS departments to establish the priority needs to be addressed in the programme, and partners who have previously supported qualification upgrading programmes. As the programme needs to be aligned with recently developed Credit-based Teacher Education Curriculum Framework (TECF), the accompanying Guidance Document of the TECF will play an instrumental role to guide the process. The framework and implementation plan will outline a proposed programme design, delivery modalities, targeted participants and a timeline for programme design and implementation. The Conceptual Framework Document and implementation plan will also guide MoEYS and TECs in implementing the TQU programme and will form the basis for developing a comprehensive Terms of Reference (TOR) for contracting an education institution to provide institutional support for implementing the TQU programme, which the consultant will support to develop.

The consultant will work closely with TTD and TECs and the selected education institution and subsequently provide expert review support to the development and implementation of the TQU programme including the curriculum, syllabi and teaching and learning materials. Furthermore, the consultant will quality assure all key programme documents and curricula materials including training materials/programmes for teacher educators in the newly developed programme.

### **Priority Area (PA) 2:**

#### **Development and implementation of the PRESET 12+4 teacher education curriculum in the four new TECs (previously RTTCs).**

Support provided under this area of work includes providing technical guidance to TECs and high-quality technical inputs to the development of the 12+4 PRESET teacher education programme including the curriculum, syllabi, teaching and learning materials, and teacher educator training materials, ensuring alignment with the TECF. Currently, 4 majors (Physics, Chemistry, Biology and Math) are being offered by the existing TECs (BTEC and PTEC). For the new TECs, opportunities/needs for new majors/subject areas will be explored and agreed with MoEYS. The consultant will also advise and provide necessary technical inputs to the integration of gender-responsive pedagogies, learner centred pedagogies, disability-inclusive education and 21<sup>st</sup> century skills throughout the new curriculum. Additionally, the consultant will provide quality assurance support to the training of teacher educators in the new curriculum. In addition to the curricula materials, the consultant will also support the four new TECs to develop strategic plans and operational guidelines which will aid their transition from the 12+2 systems to the 12+4 system.

**Priority Area (PA) 3:**

**Revision of 12+2 PRESET curriculum for preschool teacher education programme and its roll-out.**

Under this area of work, the consultant will provide technical guidance and high-quality expert support to the revision of the current PSTTC curriculum to align it with the TECF. The consultant will further support the integration of gender-sensitive pedagogical approaches, disability-inclusive education, play-based learning and 21<sup>st</sup> century skills into the revised curriculum and ensure alignment of the revised curriculum to international standards for pre-school education. The consultant will also support PSTTC to develop the training package to train the teacher educators in line with the new curriculum and provide quality assurance support when implementing the revised curriculum on the first cohort of student teachers.

In addition, the consultant will guide and support the conceptualization of the expansion of preschool teacher training in the potential Provincial Teacher Training Centres (PTTCs) and provide technical guidance and expertise in developing and delivering the package through the selected PTTCs, including capacity building of PTTC teacher educators to deliver the training. This training programme is targeted to teachers of community preschools and State preschools who have not received formal training on early childhood education, or with limited capacity to teach preschool age children. The training programme must build on existing training materials including the training package for community preschools and must be aligned to MoEYS' CPD and credit systems.

**Priority Area (PA) 4:**

**Development of PRESET BA+1 programme for lower-secondary teachers.**

The BA+1 teacher education programme for lower-secondary teachers is under development currently. The consultant will be responsible for providing quality assurance to the ongoing BA+1 curriculum development including the syllabus, teaching and learning (TLM) materials and teacher educator training package and its implementation. Same as for the other programmes, the consultant will ensure that gender-responsive pedagogy, disability-inclusive education and 21<sup>st</sup> century skills are integrated into the curriculum. The consultant will also provide technical guidance and expert support to the TECs in reviewing the programme after its implementation on the first cohort of new teachers for further improving the BA+1 programme.

**NOTE:** Application of gender and disability/inclusion lens must be applied across all the four priority areas.

In addition, the consultant is also required to provide high-level advisory support to MoEYS and UNICEF related to issues around teacher reform and teacher development in Cambodia during the contract period.

The consultancy will require local travels to be determined as per Inception report discussion. Exact travel destination and timeframe to be confirmed later. Thus, cost associated to local travel may be excluded in the financial proposal.

<b>Supervisor:</b> Education Specialist	<b>Start Date:</b> July 2024	<b>End Date:</b> September 2026
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#	Work Assignments Overview	Deliverables	Delivery deadline	Estimated time/budget (%)
1	<p><b>Inception report (approximately 10 pages excluding annexes) with proposed work plan for consultancy support the four priority areas (TQU, 12+4, revised PSTTC and BA+1) produced by:</b></p> <ul style="list-style-type: none"> <li>• Conducting a desk review of key documents in respect to teacher development in Cambodia including study on the readiness of current RTTCs to become TECs, 2024-2030 TPAP, Teacher Education Curriculum Framework (TECF) 2023 and its Guidance Document, Professional Standards for Teacher Educator (PSTE) 2023, Continuous Professional Development (CPD) Framework and Action Plan, JICA's Teacher Education Subsector Analysis Report, Teacher Educator Development (TED) course packages, Teacher Career Pathway (TCP), Education Strategic Plan (2024-2028), and the Capacity development Master Plan (CDMP) 2020-2024.</li> <li>• Hold consultations with relevant MoEYS stakeholders including TEIs (TECs, RTTCs, PSTTC) and technical departments (TTD, ECED) as well as key development partners (in particular - JICA, UNESCO, WB and KOICA) to identify priority activities, proposed timelines and work completed to date.</li> <li>• Based on discussions with UNICEF, MoEYS and partners, develop a detailed workplan for consultancy support including timelines, responsibilities, risks, and mitigation measures.</li> <li>• The workplan is presented to UNICEF and endorsed.</li> </ul>	<p><b>Deliverable 1:</b> Inception report produced.</p> <p>15 days (July - August 2024)</p>	September 2024	5%
2	<p><b>Priority Area-1: Teacher Qualification Upgrading (TQU) programme development.</b></p> <p><b>1.1. Conceptual Framework Document including implementation plan for the B. Ed level TQU programme for in-service teachers developed through undertaking:</b></p> <ul style="list-style-type: none"> <li>• A literature review on teacher qualification upgrading programmes, identifying best practices from similar contexts. The review will also include identifying teacher qualification upgrading programmes currently or previously implemented by partners in Cambodia and in the region, including successes and lessons learned.</li> <li>• Conduct key informant interviews with MoEYS, TECs and relevant development partners.</li> </ul>	<p><b>Deliverable 2:</b> Conceptual Framework Document including implementation plan for the B. Ed level TQU programme for in-service teachers developed.</p> <p>20 days (Sept - Nov 2024)</p>	December 2024	5%

#	Work Assignments Overview	Deliverables	Delivery deadline	Estimated time/budget (%)
	<ul style="list-style-type: none"> <li>Based on results of research, draft a proposed design of the TQU programme aligned with the TECF including program design, delivery modalities, targeted participants and an implementation plan.</li> <li>Review and revise the draft TQU conceptual framework based on feedback from MoEYS and UNICEF.</li> <li>Present the final draft for validation to MoEYS and UNICEF.</li> </ul>			
3	<p><b>1.2. Terms of Reference (TOR) for recruiting an institution to support TQU programme development developed, and recruitment process supported.</b></p> <ul style="list-style-type: none"> <li>Develop a draft ToR to recruit an institution/university with previous experience in teacher upgrading programmes that will support the co-creation of the TQU programme with TECs.</li> <li>Based on the comments received from UNICEF and TTD, finalize the draft ToR.</li> <li>Support the recruitment of an experienced institution to support TQU development.</li> </ul>	<p><b>Deliverable 3:</b> Terms of Reference (TOR) for recruiting an institution to support TQU programme development developed, and recruitment process supported.</p> <p>10 days (November 2024)</p>	December 2024	5%
4	<p><b>1.3. High quality technical expertise/inputs to the design of TQU programme provided.</b></p> <ul style="list-style-type: none"> <li>Review TQU programme design in line with the TQU conceptual framework and implementation plan.</li> <li>Review the TQU programme documents to ensure the integration of gender-sensitive pedagogies, learner-centred pedagogies, inclusive education and 21<sup>st</sup> century skills and encourage innovation, and in accordance with international standard for teacher upgrading programmes.</li> <li>Participate/contribute to technical discussion and consultations related to development of the TQU programme.</li> </ul>	<p><b>Deliverable 4:</b> Comprehensive report on the review of TQU programme design and related programme documents completed/submitted.</p> <p>15 days (Jan - April 2025)</p>	April 2025	5%
5	<p><b>1.4. High-quality quality assurance support in implementing TQU programme provided:</b></p> <ul style="list-style-type: none"> <li>Review and provide feedback/technical inputs on training packages to train teacher educators in the new TQU programme.</li> <li>Participate/contribute to technical discussions/feedback sessions on teacher educators' training on the TQU curriculum.</li> </ul>	<p><b>Deliverable 5:</b> Detailed report on the technical inputs provided to develop the training package and training of teacher educators for the TQU programme.</p>	April 2026	5%

#	Work Assignments Overview	Deliverables	Delivery deadline	Estimated time/budget (%)
	<ul style="list-style-type: none"> <li>Attend select sessions of TQU programme delivery and provide feedback.</li> <li>Provide technical guidance to TECs to adapt and revise curriculum materials according to challenges as they arise.</li> </ul>	25 days (April 2025 – April 2026)		
6	<p><b>Priority Area (PA) 2: Development and implementation of the PRESET 12+4 teacher education curriculum in the four new TECs (previously RTTCs).</b></p> <p><b>2.1.Strategic Plans and Operational Guidelines for 4 new TECs drafted.</b></p> <ul style="list-style-type: none"> <li>Provide technical guidance/support to the development of strategic plans and operational guidelines for four new TECs and ensure the integration of gender and inclusion lenses in the strategic plans and guidelines.</li> <li>Provide expert review and inputs to the finalization of strategic plans and guiding documents.</li> <li>Support TTD and TECs to develop and organize capacity building activities for new TEC management in implementing the 12+4 teacher education programme.</li> <li>Contribute to technical meetings and consultations related to the development of TEC strategic plans and operational guidelines, including developing policy briefs and power-point presentations.</li> </ul>	<p><b>Deliverable 6:</b> Strategic Plans and Operational Guidelines for 4 new TECs drafted.</p> <p>20 days Sept 2024 – April 2025</p>	April 2025	5%
7	<p><b>2.2.High quality 12+4 teacher education programme encompassing curriculum framework, syllabi and associated teaching and learning materials developed and implemented.</b></p> <ul style="list-style-type: none"> <li>In close collaboration with UNICEF and MoEYS (TTD, TECs), develop a programme/curriculum development/revision plan.</li> <li>Train/capacitate the Core-Team established for programme development in curriculum development principles including in gender and disability inclusive pedagogies, and 21<sup>st</sup> Century Skills.</li> <li>Guide the development of curriculum framework accompanied by syllabi and associated TLM for 12+4 programme for lower-secondary teacher education corresponding with the Credit-based TECF.</li> </ul>	<p><b>Deliverable 7:</b> Comprehensive written report on the completion of 12+4 curriculum revision /development plan, training of core-group of curriculum developers, and technical guidance and support provided to the curriculum development process.</p> <p>50 days</p>	June 2026	15%

#	Work Assignments Overview	Deliverables	Delivery deadline	Estimated time/budget (%)
	<ul style="list-style-type: none"> <li>Support the Core Team in co-creating the curriculum/programme documents with the teacher educators of TECs including with existing TECs of Phnom Penh and Battambang.</li> <li>Ensure that the programme is in accordance with the TECF and TEC's Student Teacher Competencies Framework and are in alignment with international standards for primary and lower-secondary education.</li> <li>Ensure synergy between the 12+4 programme for lower-secondary and primary are harmonized in credit allocations, delivery modality, etc. as UNESCO is involved in supporting the primary section.</li> <li>Provide expert review on all the draft programme documents and training materials to ensure the integration of gender-sensitive pedagogies, learner-centred pedagogies, inclusive education and 21<sup>st</sup> century skills and encourage innovation.</li> <li>Contribute to technical meetings related to development of the 12+4 programme, including producing policy briefs and PowerPoint presentations.</li> <li>Provide technical back stopping to the Core-team as and when needed throughout the process of 12+4 programme development.</li> </ul>	(Nov 2024 – June 2026)		
8	<p><b>2.3. High-quality quality assurance support provided in implementing the 12+4 programme:</b></p> <ul style="list-style-type: none"> <li>Support the TECs to develop/establish monitoring and quality assurance plan and mechanisms.</li> <li>Support the development of refreshers' training package to train teacher educators to deliver the 12+4 programme.</li> <li>Participate/contribute to technical discussions/feedback sessions on teacher educators' training on programme delivery.</li> <li>Attend select sessions of 12+4 programme delivered by teacher educators and provide feedback.</li> <li>Support identifying teacher educators' capacity needs to inform development of capacity development plan including qualification upgrade.</li> </ul>	<p><b>Deliverable 8:</b> Teacher educators' capacity assessment conducted, and report produced.</p> <p>Written report on the completion of TECs M&amp;E plan and technical/feedback sessions conducted on 12+4 programme delivery.</p> <p>50 days (Jan 2025 – July 2026)</p>	August 2026	10%

#	Work Assignments Overview	Deliverables	Delivery deadline	Estimated time/budget (%)
9	<p><b>Priority Area-3: Revision of 12+2 PRESET curriculum for preschool teacher education programme and its roll-out.</b></p> <p><b>3.1. PSTTC programme including the curriculum framework, syllabi and associated teaching and learning materials revised/developed.</b></p> <ul style="list-style-type: none"> <li>• Building on the PSTTC curriculum review report and revision plan developed in 2023, agree with TTD and PSTTC the curricula revision process.</li> <li>• Train the Core-Team (including the teacher educators themselves) on the fundamentals of early learning including in child-centered and play-based learning, gender and disability inclusive pedagogies, and 21<sup>st</sup> Century Skills.</li> <li>• Guide the development of curriculum framework accompanied by syllabi and associated TLM for PSTTC corresponding with the Credit-based TECF.</li> <li>• Ensure that revised PSTTC programme documents are aligned to the integration of gender-sensitive pedagogies, learner-centred pedagogies, play-based learning, inclusive education and 21<sup>st</sup> century skills and encourage innovation.</li> <li>• Assure quality of the finalized curriculum in accordance with international standards for pre-primary education.</li> <li>• Contribute to technical meetings and consultations related to development and finalization of the revised PSTTC programme.</li> <li>• Provide technical back stopping to the Core-team as and when needed throughout the process of 12+4 programme development.</li> </ul>	<p><b>Deliverable 9:</b> PSTTC programme including the curriculum framework, syllabi and associated teaching and learning materials revised/developed.</p> <p>30 days Nov 2024 – December 2025</p>	December 2025	5%
10	<p><b>3.2. Training programme for teacher educators to implement the revised PSTTC programme at PSTTC developed and implemented.</b></p> <ul style="list-style-type: none"> <li>• Provide expert guidance to the Core-team to develop training package (including presentations and worksheets) for the training of teacher educators on the revised PSTTC programme.</li> <li>• Provide technical backstopping to the Core Team in the training of teacher educators on the revised PSTTC curriculum.</li> </ul>	<p><b>Deliverable 10:</b> Training programme for teacher educators to implement the revised PSTTC programme at PSTTC developed and trainings supported.</p> <p>20 days (Jan – July 2025)</p>	August 2025	5%



#	Work Assignments Overview	Deliverables	Delivery deadline	Estimated time/budget (%)
11	<p><b>3.3. In-service programme for preschool teachers introduced in the selected PTTCs.</b></p> <ul style="list-style-type: none"> <li>In close collaboration with TTD, PSTTC, ECE Department and the selected PTTCs, identify areas for capacity development of teachers teaching in public schools and community preschools through conducting needs assessment.</li> <li>Provide expert guidance and technical support to develop the short course/training package, and train PTTC teacher educators in delivering the course.</li> <li>Provide quality assurance support to the PTTCs in implementing the course.</li> <li>Guide the development of roll-out strategy.</li> </ul>	<p><b>Deliverable 11:</b> In-service course for preschool teachers developed and introduced in the selected PTTCs.</p> <p>30 days (July 2025 - March 2026)</p>	April 2026.	10%
12	<p><b>Priority Area 4: Development of PRESET BA+1 programme for lower-secondary teachers.</b></p> <p><b>4.1. Provide high-quality technical guidance and expert support to TECs in developing the BA+1 programme for lower-secondary teachers.</b></p> <ul style="list-style-type: none"> <li>Provide technical guidance and expert support to TECs in the development/finalization of the of BA+1 programme, including the curriculum framework and curricula materials.</li> <li>Ensure integration of gender-sensitive pedagogies, learner-centred pedagogies, inclusive education and 21<sup>st</sup> century skills and encourage innovation.</li> <li>Provide expert review and quality assure the final curricula documents in accordance with international standards for upper secondary education.</li> <li>Contribute to technical discussions related to development and finalization of the BA+1 programme.</li> </ul>	<p><b>Deliverable 12:</b> Final BA+1 programme documents submitted along with a written report on the support provided to TECs in the curriculum development and review process.</p> <p>25 days (Aug 2024 – July 2025)</p>	August 2025	5%
13	<p><b>4.2. Provide capacity building and quality assurance support to TECs in delivering the BA+1 programme.</b></p> <ul style="list-style-type: none"> <li>Provide expert guidance/inputs to designing the training/capacity building activities for teacher educators to implement the BA+1 programme.</li> </ul>	<p><b>Deliverable 13:</b> Training package to implement BA+1 programme developed and written report on capacity development process submitted.</p>	December 2025	5%

#	Work Assignments Overview	Deliverables	Delivery deadline	Estimated time/budget (%)
	<ul style="list-style-type: none"> <li>Provide technical backstopping to the Core Team to train teacher educators as needed.</li> <li>Provide expert guidance to reviewing the programme at the end of its implementation on the first cohort of students.</li> </ul>	BA+1 programme review guidance produced.  20 days Feb – Dec 2025		
14	<b>Provide High level advisory and strategic support to MoEYS and UNICEF on issues around teacher reform and teacher development in Cambodia.</b> <ul style="list-style-type: none"> <li>Provide expert review on policy instruments, technical documents, assessment/evaluation reports, etc.</li> <li>Produce policy briefs, strategy notes, technical briefs on issues around teacher education and development as needed.</li> <li>Contribute to policy and technical discussions around teacher education and teacher development within UNICEF and with partners as needed (preparing PowerPoint presentations, facilitating technical sessions, etc.)</li> <li>Provide technical inputs to reports related to teacher development and on other issues as they arise.</li> </ul>	<b>Deliverable 14:</b> High level expert support including policy briefs, strategy notes, technical briefs, PPTs, technical discussions, etc. produced and supported.  20 days Aug 2024 –Aug 2026	August 2026	10%
15	<b>Final Report of the consultancy, which must include the following components and a debrief meeting:</b> <ul style="list-style-type: none"> <li>Summary of each deliverable with final outputs as attachments.</li> <li>Challenges/Lessons learned.</li> <li>Recommendations for next steps</li> </ul>	<b>Deliverable 15:</b> Final consultancy report submitted along with all final outputs.  5 days (September 2026)	September 2026	5%
		<b>Total number of days:</b> 360		<b>100%</b>

### 3. PAYMENT SCHEDULE:

#	Deliverables	Payment Deadline	Amount (%)
1	<b>Deliverable 1:</b> Inception report produced	September 2024	5%
2	<b>Deliverable 2:</b> Conceptual Framework Document including implementation plan for the B. Ed level TQU programme for in-service teachers developed.	December 2024	10%

#	Deliverables	Payment Deadline	Amount (%)
	<b>Deliverable 3:</b> Terms of Reference (TOR) for recruiting an institution to support TQU programme development developed, and recruitment process supported.		
3	<b>Deliverable 4:</b> High quality technical expertise/inputs to the design of TQU programme provided.	April 2025	10%
	<b>Deliverable 6:</b> Strategic Plans and Operational Guidelines for 4 new TECs drafted.		
4	<b>Deliverable 10:</b> Training programme for teacher educators to implement the revised PSTTC programme at PSTTC developed and trainings supported.	August 2025	10%
	<b>Deliverable 12:</b> Final BA+1 programme documents submitted along with a written report on the support provided to TECs in the curriculum development and review process.		
5	<b>Deliverable 9:</b> PSTTC programme including the curriculum framework, syllabi and associated teaching and learning materials revised/developed.	December 2025	10%
	<b>Deliverable 13:</b> Training package to implement BA+1 programme developed and written report on capacity development process submitted. BA+1 programme review guidance produced.		
6	<b>Deliverable 5:</b> Detailed report on the technical inputs provided to develop the training package and training of teacher educators for the TQU programme.	April 2026	15%
	<b>Deliverable 11:</b> In-service course for preschool teachers developed and introduced in the selected PTTCs.		
7	<b>Deliverable 7:</b> Comprehensive written report on the completion of 12+4 curriculum revision /development plan, training of core-group of curriculum developers, and technical guidance and support provided to the curriculum development process.	June 2026	15%
8	<b>Deliverable 8:</b> Teacher educators' capacity assessment conducted, and report produced. Written report on the completion of TECs M&E plan and technical/feedback sessions conducted on 12+4 programme delivery.	August 2026	20%
9	<b>Deliverable 14.</b> High level expert support including policy briefs, strategy notes, technical briefs, PPTs, technical discussions, etc. produced and supported.		
10	<b>Deliverable 15:</b> Final consultancy report submitted along with all final outputs.	September 2026	5%
			<b>100%</b>

Minimum Qualifications required*:	Knowledge/Expertise/Skills required*:
<input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other <ul style="list-style-type: none"> <li>Advanced university degree in education, teacher development, curriculum development or related technical field.</li> <li>A minimum of 8 years of professional experience in teacher development and teacher education</li> </ul>	<ul style="list-style-type: none"> <li>Experience providing strategic support to government/partners on teacher reform initiatives (e.g., teacher qualification upgrading, strengthening teacher training system, etc.)</li> <li>Experience of providing technical support and/or implementing programmes in collaboration with teacher education institutes and government counterparts.</li> </ul>

<p>curriculum development, with at least half of these in low- and middle-income countries.</p>	<ul style="list-style-type: none"> <li>• Excellent inter-personal, mentoring, facilitation, and communication skills.</li> <li>• Excellent English language written and spoken skills are required. Knowledge of local language (Khmer) is an asset.</li> <li>• Ability to work to meet deadlines and balance multiple projects.</li> <li>• Relevant experience of working in the EAP region and in the UN/UNICEF system is an asset.</li> </ul>
<p><b>*Minimum requirements to consider candidates for competitive process</b></p>	<p><b>*Listed requirements will be used for technical evaluation in the competitive process</b></p>
<p><b>Submission of applications:</b></p> <ul style="list-style-type: none"> <li>▪ Letter of Interest (cover letter)</li> <li>▪ CV or Resume</li> <li>▪ Performance evaluation reports or references of similar consultancy assignments (if available)</li> <li>▪ Financial proposal: All-inclusive lump-sum cost including consultancy fee, international travel cost, accommodation cost and health insurance cost for this assignment as per work assignment.</li> </ul>	
<p><b>Evaluation Criteria (This will be used for the <a href="#">Selection Report</a> (for clarification see <a href="#">Guidance</a>))</b></p> <p>A) Technical Evaluation (max 100 point): weight <b>70%</b></p> <ul style="list-style-type: none"> <li>▪ Relevant international professional experience in teacher development work, such as pre-service/PRESET teacher education programme development, in-service/INSET for teachers’ continuous professional development and teacher qualification upgrading programmes. (40 points)</li> <li>▪ Relevant experience in providing high level technical assistance to government (including teacher training institutes) and international partner organization in addressing issues related to teacher reform and teacher education systems (30 points)</li> <li>▪ Communication skills in English, including proven experience of high-quality report writing and documentation. (20 points)</li> <li>▪ Experience working in East Asia Pacific region and with UN/UNICEF (10 points)</li> </ul> <p>B) Financial Proposal (max 100 point): weight <b>30%</b></p> <p>The maximum number of points shall be allotted to the lowest Financial Proposal that is opened /evaluated and compared among those technically qualified candidates who have attained a minimum 65 points score in the technical evaluation. Other Financial Proposals will receive points in inverse proportion to the lowest price.</p> <p>The Contract shall be awarded to candidate obtaining the highest combined technical and financial scores, subject to the satisfactory result of the verification interview.</p>	

<sup>1</sup> Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant.

**Text to be added to all TORs:**

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.

The selected candidate is solely responsible to ensure that the visa (applicable) and health insurance required to perform the duties of the contract are valid for the entire period of the contract. Selected candidates are subject to confirmation of fully-vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. It does not apply to consultants who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their consultancy contracts.

UNICEF offers [reasonable accommodation](#) for consultants with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the selection process and afterwards in your assignment.