

### TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty Station:
An international Consultancy for Capacity Development of primary school teachers on continuous assessment	WBS: 2460/AO/06/300/001/013  2460/AO/06/300/002/005  SC180936	<input checked="" type="checkbox"/> Consultant <input type="checkbox"/> Individual Contractor Part Time* <input type="checkbox"/> Individual Contractor Full-Time *	Lao PDR

**Purpose of Activity/Assignment:**

This assignment is to provide technical assistance in capacity development of primary school teachers on formative assessment to improve student learning outcome and teaching practice.

**Scope of Work:**

The consultant under this contract will support the Department of General Education, Research Institute for Educational Sciences and Department of teacher Education of the Ministry of Education and Sports (MoES) to develop a training course for primary school teachers on continuous formative assessment. The training course is proposed to be complementary for the training in the application of the revised curriculum. Draft continuous assessment guides and training package have been drafted by the MoES. The consultant is expected to support revise the draft guides and the training package, field trial the course materials (including capacity building for the master trainers, monitoring, documentation and reflection of the field trial). The feedback from the field testing will be used for finalization of the course materials for further approval.

The consultant will develop a plan to deliver the required results in the given timeframe as part of the inception report. The final specific details will be agreed among MoES/DGE-RIES, UNICEF and other relevant stakeholders. During the consultancy period, the consultant is expected to undertake 5 tasks: 1) situation analysis of student learning assessment with a focus on formative assessment, 2) review and revision of the formative assessment guidelines and associated training package, 3) conducting, monitoring and documenting the field trial and 4) finalizing the guides and training package; and 5) development of the rollout work plan for training of teacher in the application of the continuous assessment and producing the report on the results of field trial. The consultant is expected to conduct the tasks in combination between home based and in-country basis, including field monitoring visits.

Below are details of the proposed tasks and activities.

**TASK 1: SITUATION ANALYSIS OF EXISTING STUDENT ASSESSMENT IN LAO PDR.**

The purpose of this exercise is to understand an overview of the current situation of the student learning assessment, especially formative assessment for primary education. The key focus is to identify key knowledge and skills that teachers will need to effectively apply the formative assessment to improve the quality of teaching and learning outcomes of all individual students as required in the curriculum. It will also review the alignment and consistency of the teacher capacity building with the other modalities of the in-service teacher education as well as the primary curriculum. This task will be done through a combination of remote and in-country based work.

Key activities will include:

1. (REMOTE) Conduct a desk review of relevant documents: all existing relevant student assessment policies and practice, school curriculum and other documents (review of student assessment system, draft assessment guidelines, students assessment framework for general education well as relevant progressive promotion guidelines, etc), relevant international literature on effective application of formative assessment at classroom and school level, teacher continuous professional development policies and practice with focus on alignment of the teacher capacity building in the learning assessment contents using cluster/school based modality, which is highly promoted in the Continuous Professional Development Decree. Such documents are to be provided by MOES/UNICEF as well as researched by the consultant. The consultant is expected to conduct the review of relevant document remotely and will be supported by remote initial consultations (via skype/tele conferences and emails) with MOES and UNICEF as necessary.

2. (REMOTE) Review the continuous assessment guidelines and associated training package which have been drafted by the MoES with technical support from BEQUAL, JICA and UNICEF for further field testing. To prepare for the materials revision, the consultant is requested to review the materials to propose key amendments of both key contents, knowledge and skills, including contextual relevance and applicability of the program, training delivery methods and to identify additional training resources, including Videos, participant handbook, etc.

3. (REMOTE) Review the field trial program and the pilot program. The training of teachers using the draft guidelines and training package will be field tested in a small number of schools (8 schools in 2 districts of 2 provinces). The results of the trial will be used for further revision of the training materials for proper pilot.

#### TASK 2: MONITOR AND DOCUMENT THE FIELD TESTING OF GUIDELINES AND TRAINING PROGRAM

Under this task, the consultant is requested to provide technical support to the MoES team to conduct, monitor and properly document the pilot process to ensure the reliable results that will inform further expansion and the national rollout in near future. The consultant is expected to conduct at least two 5 working days field monitoring visits.

The key activities under this task include:

1 (IN-COUNTRY) Based a result of the quick review, develop a pilot program, including its expected outcomes, pilot process, types of data collection to be collected, and monitoring tools, etc, as needed. The development is expected to be done with intensive participation of the MoES team.

2.. (IN-COUNTRY) Conduct field monitoring of the field trial using the agreed tools and process. During this monitoring process, the consultant is expected to collect relevant the data both quantitative and qualitative data/information on the progress results as necessary. The consultant will also document the process and progress update of the field trial, to be consolidated in the final report.

3. (REMOTELY) Conduct data collection and data analysis of the field trial. The data (both quantitative and qualitative) will be collected by the MoES team and analysed by the consultant. The results will be included in the final documentation report.

#### TASK 3: REVISION OF THE CONTINUOUS ASSESSMENT GUIDELINES AND TEACHER TRAINING PACKAGE

Based on the results of the quick situation analysis and review of the continuous assessment guidelines and training package, the consultant will revise the draft materials through a participatory process, involving key relevant stakeholders from both government line departments and development partners. Hence, the consultant will be required to be in country for this task.

Key activities will include:

1. (IN-COUNTRY) Conduct a consultation workshop with different concerned departments, including Department of General Education, Department of Teacher Education, Research Institute for Education Sciences, Teacher Training College, sub-national and school representatives and other Development Partners, especially BEQUAL, JICA, other INGOs and cluster/school representatives to share the proposed amendments and recommendations and to seek feedback and recommendations for further revision of the draft guidelines and training package, including course outline, course materials and other relevant training resources.
2. (IN-COUNTRY) Based on results of the consultation workshop and progress report from the field monitoring, revise the draft guidelines and training package and develop additional training resources as required. The materials revision process is to be participatory, involving the MoES core team throughout the revision process. It is suggested that capacity building for the core team, who will become the key trainers for this program, is a critical part of the revision process. It is expected that at the end of the process, the MoES core team will understand the key contents of the training package and will be equipped with capacity to deliver the training course. It is expected that the capacity building exercise will be conducted in a form of workshop outside Vientiane; hence the consultant will take a 5 days field mission.

#### TASK 4: FINALIZATION OF THE CONTINUOUS ASSESSMENT GUIDELINES AND TRAINING PACKAGE, INCLUDING COURSE OUTLINE, TRAINING MATERIALS AND RESOURCES.

The finalization of the guidelines and training package will be informed by the field testing results at the end of the program. The consultant will do this task mostly remotely. The consultant will collect all necessary feedback during the field visit and reflection exercise, while he/she is in the country.

Key activities include:

1. (REMOTE) Conduct a consultation workshop to 1) share the results of the field testing results and gain more feedback from key stakeholders and the final draft of the guidelines and training package and 2) to seek for final feedback and agreement on the future training program. The results of this consultation workshop will be also used for producing the final report of the program.
2. (REMOTE) Based on the consultation results, finalize the guidelines and training package, including course outline, training materials and resources.

#### TASK 5: DEVELOPMENT OF ROLLOUT WORK PLAN AND PRODUCE FINAL REPORT OF THE FIELD TESTING

The consultant will perform this task remotely. Key activities under this task include:

1. (REMOTE) Produce the final report on the results of field testing (including key achievements/results, challenges and lessons learned) and the results from the consultation workshop conducted under activity 1 of task 4. The report should be user friendly with length of 25 pages maximum with an accompanying slide deck
2. (REMOTE) Develop work plan for the national rollout of the capacity of teachers and education personnel. The rollout work plan should identify key objectives/outcomes, outline key activities and milestones, set up timeline, incorporate checkpoints with milestones for progress assessment.

#### **Child Safeguarding**

Is this project/assignment considered as "[Elevated Risk Role](#)" from a child safeguarding perspective?

YES  NO    If YES, check all that apply:

**Direct contact role**     YES  NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

**Child data role**     YES  NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

<b>Budget Year:</b> 2024	<b>Requesting Office:</b> Education	<b>Section/Issuing</b>	<b>Reasons why consultancy cannot be done by staff:</b> <i>This consultancy requires specialist technical knowledge that is not available in the education section team.</i>
<b>Included in Annual/Rolling Workplan:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, please justify:			
<b>Consultant sourcing:</b> <input type="checkbox"/> National <input checked="" type="checkbox"/> International <input type="checkbox"/> Both  <b>Competitive Selection:</b> <input checked="" type="checkbox"/> Advertisement <input type="checkbox"/> <input type="checkbox"/> Roster  <b>Single Source Selection</b> <input type="checkbox"/> (Emergency - Director's approval)		<b>Request for:</b> <input checked="" type="checkbox"/> New SSA – Individual Contract  <input type="checkbox"/> Extension/ Amendment	
<b>If Extension, Justification for extension:</b>			
<b>Supervisor:</b> Trine Petersen, Education Manager		<b>Start Date:</b> 29/09/2023	<b>End Date:</b> 30/04/2024

Work Assignments Overview	Deliverables/Outputs	Delivery deadline	Estimated Budget (Percentage of payment)
TASK 1: QUICK SITUATION ANALYSIS OF EXISTING STUDENT ASSESSMENT IN LAO PDR (16 working days)	<ol style="list-style-type: none"> <li>1. Inception report</li> <li>2. A summary report on key relevant information of existing policy and practice of continuous assessment in Laos from review of relevant documents, consultation with key relevant stakeholders.</li> <li>3. A summary report on key amendments of the key contents of the guidelines and training package as well as proposed development of additional training resources.</li> <li>4. A summary of report on key proposed recommendations and amendments of pilot program.</li> </ol>	<p>4<sup>th</sup> Oct 2023</p> <p>11<sup>th</sup> Oct 2023</p> <p>18<sup>th</sup> Oct 2023</p> <p>23<sup>rd</sup> Oct 2023</p>	
TASK 2: CONDUCT, MONITOR AND DOCUMENT THE FIELD TESTING OF GUIDELINES AND TRAINING PROGRAM	<ol style="list-style-type: none"> <li>5. Submission of the amended field trial program and newly developed tools</li> <li>6. Submission field pilot progress reports as a result of the field monitoring visits</li> </ol>	<p>27<sup>th</sup> Oct 2023</p> <p>15<sup>th</sup> Dec 2023</p>	
TASK 3: REVISION OF THE CONTINUOUS ASSESSMENT GUIDELINES AND TEACHER TRAINING PACKAGE (30 working days)	<ol style="list-style-type: none"> <li>7. A summary report on the consultation workshop and Power Point Presentation on the results of continuous assessment guidelines and training package.</li> <li>8. Submission of the revised draft continuous assessment guidelines</li> <li>9. Submission of the revised draft training package.</li> </ol>	<p>30<sup>th</sup> Dec 2023</p> <p>15<sup>th</sup> Jan 2024</p> <p>15<sup>th</sup> Feb 2024</p>	
TASK 4: FINALIZATION OF THE CONTINUOUS ASSESSMENT GUIDELINES AND TRAINING PACKAGE (20 working days)	<ol style="list-style-type: none"> <li>10. Submission of consultation workshop report on feedback and recommendations on the revised training package</li> <li>11. Submission of the final continuous assessment guidelines</li> <li>12. Submission of final training package, including training course outline, training materials and resources</li> </ol>	<p>29<sup>th</sup> Feb 2024</p> <p>15<sup>th</sup> Mar 2024</p> <p>25<sup>th</sup> Mar 2024</p>	

TASK 5: DEVELOPMENT OF ROLLOUT WORK PLAN AND PRODUCE FINAL REPORT OF THE FIELD TESTING (20 days)	13. Submission of the draft field trial report and draft rollout work plan.	1 <sup>st</sup> Apr 2024	
	14. Submission of the consultation workshop to get feedback and comments on the draft report and rollout work plan	12 <sup>th</sup> Apr 2024	
	15. Submission of the final field trial report	25 <sup>th</sup> Apr 2024	

<b>Estimated Consultancy fee</b>			
Travel International (if applicable)			
Travel Local (please include travel plan)			
DSA (if applicable)			
Health insurance			
Mandatory insurance premium			
<b>Total estimated consultancy costs<sup>i</sup></b>			
<p><b>Minimum Qualifications required*:</b></p> <p><input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p>Education or related fields</p> <p><b>*Minimum requirements to consider candidates for competitive process</b></p>	<p><b>Knowledge/Expertise/Skills required *:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate of proven 8 years of work experience in the areas of student assessment, preferably curriculum based classroom assessment</li> <li>• Demonstrate of proven experience in developing and delivery of in-service teacher training program</li> <li>• Practical experience in classroom teaching practice, preferably in primary education</li> <li>• Experience in training or workshop facilitation</li> <li>• Ability to work in multi-cultural diversity and context. Experience in Lao PDR and South East Asia as asset.</li> <li>• Effective communication skills, both orally and in writing, in English</li> <li>• Sensitivity to diverse opinions and difficulties arising from differing social and cultural perceptions</li> </ul> <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 travel and accommodation 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 (e.g. maximum 70 Points)</p> <p>The passing mark of the technical evaluation 55 points.</p> <ul style="list-style-type: none"> <li>- Minimum Qualifications: Master in Education or related fields (10 points)</li> <li>- Demonstrate of proven 8 years of work experience in the areas of student assessment, preferably curriculum based classroom assessment (15 points)</li> <li>- Demonstrate of proven experience in developing and delivery of in-service teacher training program (15 points)</li> <li>- Demonstrate research experience (10 points)</li> </ul>			



- Practical experience in classroom teaching practice, preferably in primary education (10 points)
- Ability to work in multi-cultural diversity and context. Experience in Lao PDR and South East Asia as asset (5 points).
- Effective communication skills, both orally and in writing, in English (5 points)

**B) Financial Proposal**

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 55 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.


<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.

---

