

## Terms of Reference

# Consultant to support the revision of practical Child Friendly School guideline for basic education and early warning system manual

### 1. Background



Since the 1980s, significant progress has been made in rebuilding Cambodia's education system. The adoption of the first Education Strategic Plan (ESP) 2001-2005, the promulgation of the 2007 Education Law - which ensure the right of every citizen to access free public education - and the ongoing reform efforts of the Minister of Education, Youth and Sport (MoEYS), has led to significant quality improvements and increases in enrolments in recent years, particularly in primary education.

An important part of Cambodia's reform efforts was the adoption of the Child Friendly Schools (CFS) Framework<sup>1</sup> into national policy in 2007. Cambodia first began its engagement with CFS in 2001-2002, as part of a one-year pilot. Based on global and regional CFS frameworks and results from the CFS pilot, the Ministry of Education, Youth and Sport (MoEYS) adapted its own framework to include six key CFS dimensions. (refer text box below).<sup>2</sup>

Strengthening the provision of education by focusing on these six dimensions has become a core way of working for MoEYS at primary education level. Indeed, a high-level coordination mechanism - the CFS Steering Committee - was established in 2008 to provide managerial and planning support to Provincial Offices of Education (POEs) to expand CFS nationwide. In 2013, a revised CFS Steering Committee was endorsed by the Minister and the CFS Policy itself expanded to lower secondary education level.

While expansion of CFS to lower secondary education is endorsed through policy, its effective roll out across secondary schools is limited. A 2016 evaluation of the CFS approach recommended an expansion of CFS to lower secondary education to help strengthen the quality of education provided at this level, and to help prevent early dropout. Indeed, dropout rates at lower secondary education remain high in Cambodia, with a 15.4 percent dropout rate (14.2 percent for girls) in 2016/17.

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<sup>1</sup> The CFS framework, one of UNICEF's global approaches to strengthen children's access to quality education, was intended as a way to give practical and easily understood meaning to the key principles of the 1990 Convention on the Rights of the Child (CRC), as well as other international human rights instruments and international declarations, such as the World Declaration on Education for All (1990). These principles emphasize that all children have the right to a relevant education of good quality, and that societies, governments and agencies have the responsibility to provide it.

<sup>2</sup> National Child Friendly School Policy (2008).

#### Box 1: Child Friendly Schools 6 Key Dimensions

- **Dimension 1: All children have access to schooling (schools are inclusive).** The objective of this dimension is to ensure and support all children, especially children in difficult circumstances, (children of poor families, girls, orphan children, child victims of domestic violence, disabled children, ethnic minority children, children affected by drugs, children affected by HIV/AIDS and other, and diseases) have access to schooling with equity.
- **Dimension 2: Effective teaching and learning.** The objective of this dimension is to develop teacher proficiencies so that teachers have theoretical and practical knowledge with a specific focus on learning/teaching activities and materials, which promote active, creative and child-centred approaches to learning in a joyful classroom environment. To nurture teacher attitudes, behavior and moral values which will lead to learning together in harmonious way.
- **Dimension 3: Health, safety and protection of children.** The objective of this dimension is to ensure that all children that participate in education are cared for and supported by all concerned people and institutions to keep them healthy and safe and protect them from violence at school, in the family and in society.
- **Dimension 4: Gender responsiveness.** The objective of this dimension is to promote awareness in schools, families and communities of their roles and responsibilities for providing equal and equitable education and educational opportunity for both girls and boys so that they can participate equally in all activities in school, family and society.
- **Dimension 5: The participation of children, families and communities in the running of their local school.** The objective of this dimension is to enhance the dynamic relationship and two-way participation between schools and communities so that schools become community-supported resource centers, families and communities become resources for school improvement and play an active role in management.
- **Dimension 6: The National Education System supports and encourages schools to become more child friendly.** The objective of this dimension is to ensure the effective and sustainable implementation of the CFS Policy in all schools with a high spirit of responsibility, all mechanisms and levels of the national education system must work together to support schools in improving the quality of education.

In response to the evaluation recommendations, MoEYS' General Secondary Education Department (GSED) has worked to develop draft manuals to support CFS implementation. The first is the CFS Guidelines, which are designed to support school directors and administrators in the development of School Improvement Plans. The second, is a manual aimed at school directors, teachers, administrators and school support committees, which outlines an "early warning system" to help identify and prevent school dropout. It is envisioned that this Early Warning System will link with a national Student Tracking System developed by GSED. While these manuals have been developed in draft, they require careful review and greater visual detail, as well as the incorporation of good practices, many of which have already been identified by other NGOs and development partners in Cambodia.

Given the scope of this work, and the need to make the manuals more practical and user friendly, a consultant is sought to support the GSED to finalize these two manuals. This consultant is required to work with the GSED to strengthen the quality of these manuals and help with their finalization. This work involves review and revision of the CFS guidelines and early warning system manuals, ensuring good practices from NGO partners and lessons learnt are included, as well as images to demonstrate good practices. It is proposed that the consultant be contracted to work in a phased approach over a six months period from September 2018 to February 2019 for both the CFS guideline and early warning system manuals.

## 2. Purpose of the assignment

The purpose of the consultancy is to support the GSED to finalise two high quality manuals: (i) the CFS practical guideline for basic education and (ii) the early warning system manual. By ensuring the production of high quality manuals, it is assumed that the successes of the CFS approach can be better mirrored at the lower secondary education level, including a reduction in school dropout. Through this process, it is also assumed that capacity of the GSED to take forward implementation of these manuals will be strengthened.

### 3. Work Assignments

Under the supervision of the Education Specialist, the consultant will:

- **Finalise drafts of the CFS practical guideline for basic education:** the consultant will work closely with GSED to improve the existing draft of the CFS guideline by incorporating a description of activities and illustrative examples – including images – from NGO work and from primary schools where CFS has been implemented. In addition, the consultant will help to oversee development of the CFS guideline to reflect SDG4 targets, and provide guidance for school management to develop school improvement plans that reflect the CFS policy.
- **Finalise drafts of early warning system manual:** the consultant will work closely with GSED to revise the existing draft manual by incorporating a description of activities and illustrative examples – including images - from NGO work and schools where the USAID-funded programme, “School Dropout Prevention Project” has been implemented. The consultant will help to oversee the development of the early warning system to be in line with MoEYS student tracking system and existing strategies to prevent school dropout.

### 4. Expected Deliverables

**Deliverable#1: Develop an inception report,** including a detailed work plan of 10 pages for completing all deliverables within the allocated period based on consultations with government, key partners and UNICEF education programme staff, including a field visit plan.

**Deliverable#2: Prepare a final draft of the CFS practical guideline for basic education:**

The consultant will work closely with GSED and NGOs, including visits to primary schools and NGO schools that have been implementing CFS well, to prepare a final draft of the CFS Practical Implementation Guideline. The consultant will submit a final draft of the CFS practical guideline for basic education accompanied by a summary progress report of 5 pages outlining progress made in developing the draft final guideline.

**Deliverable#3: Prepare a final draft of the early warning system manual:**

The consultant will work closely with GSED and NGOs, including visiting schools that have engaged in the ‘School Dropout Prevention Project’ in order to prepare a final draft of the Early Warning System Manual. The consultant will submit a final draft early warning system manual accompanied by a summary report of 5 pages outlining progress made in developing the draft final guideline.

**Deliverable#4: Develop a draft implementation strategy and monitoring plan:**

the consultant will work together with GSED to develop an implementation strategy as well as monitoring and evaluation plan for both manuals down to the school level. The consultant will produce a summary progress report of 10 pages concerning this deliverable.

Deliverable No.	Expected Outputs	Estimated number of days per output	Completion time frame (by end of month)
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Deliverable#1	Inception report of detailed workplan	6 days	Sept 2018
Deliverable#2	Practical CFS guideline for basic education	27 days	Oct-Nov 2018
Deliverable#3	Early warning system manual	27 days	Dec-Jan 2019
Deliverable#4	Implementation strategy as well as monitoring and evaluation plan	10 days	Feb 2019
	<b>Total # days</b>	<b>70 days</b>	

## 5. Reporting Requirements

Under supervision of the Education Specialist, UNICEF Cambodia Country Office, the consultant will work closely with the UNICEF Education Officer, the GSED and other relevant MoEYS technical departments, development partners and schools.

## 6. Location and Duration

The Consultant will have an office desk and working space at MoEYS/GSED in Phnom Penh. The consultancy is expected to start in September 2018 and finish in February 2019. It is expected that the Consultant will travel to the provinces on mission during his/her assignment for maximum of 15 days.

## 7. Qualifications of Successful Candidate

### Qualifications and Experience

- Advanced university degree in education, social sciences, international development or related technical field
- At least ten years of professional work experience at national or sub-national level in education programming, coordination or policy support
- Experience working with Cambodian Government counterparts providing technical support, preferably on CFS and Early Warning to prevent dropout, and/or implementing equity oriented programmes in Cambodia
- Experience working with UN or other international or national development organizations

### Competencies, Knowledge and Skills

- Sound knowledge of the education sector in Cambodia and MoEYS policies and processes
- Strong technical expertise on education equity issues, including in access to education
- Strong interpersonal skills
- Excellent project management, planning and coordination skills
- Fluency in written and spoken English and Khmer is essential for this consultancy.

## 8. Payment Schedule linked to satisfactory deliverables

1<sup>st</sup> Payment for Satisfactory Deliverable#1: 15% of assignment fee

Supporting document: Invoice

2<sup>nd</sup> Payment for Satisfactory Deliverable#2: 35% of assignment fee

Supporting documents: Invoice

3<sup>rd</sup> Payment for Satisfactory Deliverable#3: 35% of assignment fee  
Supporting documents: Invoice

4<sup>th</sup> Payment for Satisfactory Deliverable#4: 15% of assignment fee  
Supporting document: Invoice

## **9. Penalties for Underperformance**

Payment of fees to the Contractor under this contract, including each instalment or periodic payment (if any), is subject to the Contractor's full and complete performance of his or her obligations under this contract with regard to such payment to UNICEF's satisfaction, and UNICEF's certification to that effect.

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

## **10. Termination of Contract**

This contract may be terminated by either party before its specified termination date by giving notice in writing to the other party. The period of notice shall be five (5) business days (in the UNICEF office engaging the Contractor) in the case of contracts for a total period of less than two (2) months and fourteen (14) business days (in the UNICEF office engaging the Contractor) in the case of contracts for a longer period; provided however that in the event of termination on the grounds of impropriety or other misconduct by the Contractor (including but not limited to breach by the Contractor of relevant UNICEF policies, procedures, and administrative instructions), UNICEF shall be entitled to terminate the contract without notice.

## **11. Submission of applications**

Interested candidates are kindly requested to apply and upload the following documents to: <http://www.unicef.org/about/employ/>

1. Letter of Interest (cover letter) with indication of applicant's ability and availability
2. CV or Resume with explaining how your background and experience are relevant to the consultancy work assignment and the qualifications, competencies, knowledge and skills
3. Example of applicant's performance evaluation reports or references of similar consultancy assignments (if available)
4. Your fee proposal or price proposal by indicating daily/monthly rate (in US\$) to undertake the terms of reference above, including travel costs and accommodation related to the 7 days-travel to the provinces in Cambodia. Applications submitted without a daily/monthly rate will not be considered.

## **12. Assessment Criteria**

A two stages procedure shall be utilized in evaluating technical assessment being completed prior to any price proposal being compared.

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.

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 **(20 points)**
  - Knowledge and Skills **(20 points)**
  - Language **(20 points)**
  - Quality of past work (e.g. applicant's written Standard Operational Procedures or other relevance written 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.

The Contract shall be awarded to candidate obtaining the highest combined technical and financial scores, subject to the satisfactory result of the verification interview.