

## Terms of Reference

### International Consultant: Development of Curriculum Framework for pre-service teacher training on Intellectual Disabilities and autism.

**Contract modality:** Consultant contract  or Individual Contractor

**Section:** Education

**Duty station:** [Phnom Penh, Cambodia]  , home-based  , or hybrid

**Duration:** 45 working days, between September through December 2022

#### 1. Background

The National Population Census of Cambodia 2019 indicates that 4.9 percent of the total population aged 5 years and above have disabilities. The Census reveals that 70.9 percent of person with disabilities aged 7 and above can read and write Khmer language, which is lower than 88.5 percent observed in the general population. An additional study by UNESCO in 2018 found that in Cambodia, 1 in 2 children with disabilities are not in school, compared to 1 in 14 children without disabilities. Nevertheless, the estimates suggest that participation of children with disabilities in education remains low in Cambodia, despite efforts from the government and development partners to provide and support different modes of education. Barriers hindering access to education of children with disabilities include social discrimination, lack of transport, lack of assistive devices, physical barriers and teachers' lack of skills in appropriate teaching methodologies. Children with intellectual disabilities are particularly disadvantaged and vulnerable, with few available special education services<sup>1</sup>.

The Royal Government of Cambodia's strategic objective and the education ministry plan<sup>2</sup> aims to develop a quality, equitable and inclusive education system that promote equitable access to inclusive quality education of all children including children with disabilities. Adoption of a Policy on Inclusive Education 2018 was one of the efforts to ensure equal opportunities for every child, especially children and young adult with disabilities to access inclusive quality education followed by its operational plan on Inclusive Education for 2019-23. In operationalising the plan, MoEYS established additional mechanisms including the Special Education Department (SED) and the National Institute for Special Education (NISE) to oversee education service provision and produce qualified teachers for the children with disabilities. As a result, MoEYS enabled to enroll approximately 12,271 children and youth with disabilities in mainstream schools and special education, of whom 5,493 are girls with disabilities<sup>3</sup>.

#### Teacher Development on Inclusive Education

Not only in Cambodia but also across the region, existing pre-service teacher education programmes are often insufficient, if not lacking, in equipping teachers with the knowledge, skills and values required to teach all learners effectively. MoEYS has reviewed and improved teacher education, professional development programmes, and teacher competency standards to embed principles of inclusive education. Current practice on inclusive education teacher training is delivered within dual systems of education (mainstream and specialised), which is viewed as a practice that sends conflicting messages and creates further barriers to promoting and developing inclusive values and approaches among

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<sup>1</sup> Carter Jennifer, A Cooperative Approach to Service Provision for Children with Intellectual Disabilities in Cambodia

<sup>2</sup> Education Strategic Plan 2019-2023,

<sup>3</sup> MoEYS' EMIS data for school year 2020/21

teachers and school leaders<sup>4</sup>. However, this is a beginning to produce qualified teachers to meet the needs and help the children with disabilities learn.

After its establishment in 2017, NISE has played active roles in human resource development, particularly in relation to special education teachers. With technical support from UNICEF, NISE has successfully delivered three cohorts of the special diploma courses on deaf and blind. 60 graduate teachers were deployed to help/teach some 778 children with visual and hearing difficulties (325 girls) enrolled in special education schools across the country. With this, NISE has built a greater foundation, increased technical and operational capacity in handling pre-service teacher training programmes. In recent years, MoEYS has taken on one additional special education school and some integrated classes where the children with intellectual disabilities and autism are enrolled, which were formerly under supports of NGOs. With this greater demand, NISE plans to produce qualified teachers to guide and support the learning of children with intellectual disabilities and autism. However, lack of training curriculum and inadequate qualified trainers at NISE are among the challenges that need to be addressed immediately.

MoEYS and UNICEF workplan 2022/23 with Capacity Development Partnership Fund (CDPF), a long-running partnership between MoEYS in Cambodia, the European Union, the Swedish Embassy, USAID, Global Partnership for Education and UNICEF, approved key priorities of providing technical support for NISE on development of a curriculum framework that primarily provides guiding principles, academic architecture and other elements to enable NISE to commence a pre-service teacher training programme on intellectual disabilities and autism in the next academic year. This new curriculum will be additional to the existing curriculum for special diploma course on deaf and on blind and provide inputs for further development of bachelor's degree programmes on inclusive education at NISE. MoEYS has established a technical working group including NISE's trainers who will fully engage and actively participate in the curriculum development process.

## **2. Purpose and objectives**

The purpose of this consultancy is to provide high quality technical support to the Ministry of Education Youth and Sport (MoEYS)'s National Institute of Special Education (NISE) to achieve the following objectives:

- Development of a credit-based curriculum framework for pre-service teacher training programme of NISE by building on existing and recently developed technical training packages on intellectual disability and autism.
- Capacity development of NISE and MoEYS' technical departments including Department of Special Education (SED), and key stakeholders on the application/utilization/implementation of the curriculum framework in the preservice teacher training programme of NISE specialized on intellectual disabilities and autism.

The curriculum framework must reflect and be aligned with MoEYS' inclusive education policy and curriculum frameworks for pre-service teacher training, the recently developed technical training packages and existing training materials and must be drawn upon relevant evidence base international best practices. The development process will be done through a wide range of consultations with concerned/relevant specialized institutions, experts, teachers, and parents.

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<sup>4</sup> Reference to a Review and Roadmap of UNICEF's Inclusive Education Programming in East Asia and the Pacific Region, by Beyond Education 2021.

### 3. Work Assignment

The consultant is expected to perform following tasks in line with the timelines agreed with UNICEF and NISE:

**Task 1:** Develop an inception report (maximum of 10 pages excluding annexes) outlining how the development of a credit-based curriculum framework for preservice training programme on intellectual disabilities and autism is achieved including methodologies and workplan.

**Task 2:** Undertake desk review and analyse international, regional and national curriculum frameworks and relevant resources including the Cambodia Qualification Framework; MoEYS' Curriculum Framework of General and Technical Education (2016), Student Teacher Education Competencies (2018), Teacher Professional Standards (2010), MoEYS' Policy Guidelines on Credit System (2021), and existing curriculum - Lower Secondary Teacher Training Curriculum (2011), Primary Teacher Training Curriculum (2011), Preschool teacher Training Curriculum, Teacher Education Center's curriculum and the recently developed technical training packages on intellectual disabilities and autism (2021), existing teacher training curricula used for special diploma courses relating to deaf and blind (2018). The desk review should take into consideration if and how emerging issues relating to climate change, digital education, 21<sup>st</sup> century skills including life skills could be fed into the curriculum framework. Through the literature review, explore and recommend options, and propose outline contents that form a curriculum framework for the pre-service training programme for NISE.

**Task 3:** Organise a series of consultations with key stakeholders, MoEYS's appointed technical working group (curriculum design and development team), technical departments and national institutions, academia, practitioners working with children with disabilities including teachers and parents, development partners, UNICEF programme section officers, and other relevant stakeholders as identified and agreed on in the inception report.

**Task 4:** Develop a curriculum framework following the agreed outline of contents suggested under task 2 and additional inputs from NISE, the curriculum design and development team and UNICEF. This is additional to the existing special diploma course on deaf and blind being delivered by NISE

**Task 5:** As per implementation mechanism of the curriculum framework, develop an implementation plan with strategies that guide the development of syllabus linking to the existing disability inclusive education teacher training package (technical training package) on intellectual disabilities and autism and other relevant topics recommended by the consultant and/or MoEYS team.

**Task 6:** Consult the draft curriculum with MoEYS's technical departments, specialized NGOs with field experience working with children with intellectual disabilities and autism, development partners including UNICEF, and, where possible, parents of children with disabilities to gather inputs and technical endorsement for finalization.

**Task 7:** Present the final draft curriculum framework for preservice training programme for MoEYS's senior management for final endorsement.

**Task 8:** Provide capacity development support for NISE and MoEYS' technical departments including SED and key stakeholders on the application/utilization/implementation of the curriculum framework in the preservice teacher training programme on intellectual disabilities and autism.

**Task 9:** Submit a consultancy report (approximate 7 pages, excluding annexes) summarizing the key areas of work undertaken, results achieved, key recommendations and way forwards for the pre-service teacher training curriculum on intellectual disabilities for NISE.

#### 4. 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):

#### 5. Qualifications or Specialized Knowledge/Experience Required

##### Qualifications and Experience

Education:

- An advanced degree in education with additional studies on inclusive education, curriculum development, pedagogies, development studies and/or other relevant field of studies.

Experience:

- A minimum of eight years professional experience working on/related to teacher training programme, curriculum development, educational planning, research/studies in the field related to education.
- Extensive Experience of works with children with disabilities or on inclusive education.
- Experience in delivery of training, coaching and capacity development.
- Experience and knowledge of Cambodia education system is an asset.
- Some prior experience with UNICEF or UN agency programme planning and/or education desirable.
- Demonstrated experience in working with programmes that promote learning of children with disabilities, inclusive education.

Knowledge and Skills:

- Expertise in developing curriculum, technical training materials/resources including assessment tools preferably for teacher training programmes.
- A proven record of knowledge transfer and capacity development of partners and co-workers.
- Strong analytical skills in education programme design and assessment, ideally at the national level.
- Excellent written and verbal communication skills in English, with strong interpersonal and presentation skills.

## 6. Location

The consultant will work remotely from his/her home country and with an expected a 15-days presence in the country (Cambodia) for the consultations on the draft deliverables, frameworks with the ministry counterparts, NISE and relevant stakeholders including UNICEF, during which the consultant is expected to work in Phnom Penh for 10 days and undertake field visits for five days to the teacher education centers, to schools including special education schools and for consultative and orientation workshop outside of Phnom Penh.

## 7. Duration

The duration of this assignment is expected to be for a total of 45 working days between **September 2022 and December 2022**. The consultant will undertake work both remotely and in country (Cambodia), with an expected 15 days of stay for field visits or attending consultation workshop in and outside of Phnom Penh.

## 8. Deliverables

<b><i>Deliverables and descriptions</i></b>	<b><i>Number of working days</i></b>	<b><i>Due date</i></b>
Deliverable #1: Inception report (maximum 10 pages, excluding annexes) including a workplan, methodologies and process for stakeholder consultation and curriculum development. (Remote)	7 days	By Mid-September 2022
Deliverable #2: An analysis with recommended process, options and an outline of contents (skeleton) for a credit-based system curriculum framework for a preservice training programme on Intellectual disabilities and autism, as resulted from the desk review and stakeholder consultation. (Remote)	10 days	End September 2022
Deliverable #3: First draft curriculum framework for special diploma course on intellectual disabilities and autism (in English and Khmer), and with an implementation mechanism/plan that attached with a guidance that caters the syllabus development. (Remote and in country)	20 days	End October 2022
Deliverable #4: Orientation of the curriculum framework and practical session on syllabus development for NISE and MoEYS's officials. (In country)	3 days	Mid-November 2022
Deliverable #5: Final draft curriculum framework, and a detail curriculum in Khmer submitted to NISE, MoEYS, which is a result after additional inputs and endorsement from technical departments and senior management of MoEYS, (Remote)	3 days	Mid-December 2022
Deliverable #6: Final consultancy report (approximate 7 pages excluding annexes) on overall assignment and key results achieved in English. (Remote)	2 days	By end December 2022
<b>Total number of working days</b>	45 days	

## 9. Reporting Requirements

- Inception Report

- Short analysis including recommendations that form a credit-based system curriculum framework
- Reports or Minutes of stakeholder consultation,
- Mission/ field Reports (if field visit to schools, Teacher Education Institution is organised)
- Final Consultancy Report
- Materials that produced under this consultancy including draft curriculum framework on intellectual disability and autism.

#### **10. Payment Schedule linked to deliverables**

Upon satisfactory receipt of deliverables verified by UNICEF, payments will be made in accordance with the payment schedule below:

- 25% upon satisfactory completion of deliverable #1 and #2
- 50% upon satisfactory completion of deliverable #3
- 25% upon satisfactory completion of deliverable #4,#5&#6 (Final payment)

#### **11. Administrative Issues**

The consultant must use his/her own laptop. UNICEF will facilitate access to the internet service, some ICT equipment, stationaries, and workstation and his/her accessibility to UNICEF office upon request during his/her visit to the country/ Cambodia.

The consultant is expected to work in Phnom Penh for a total of ten days, and outside of Phnom Penh for five days (exact location/province to be determined). The consultant should budget and include the applicable daily subsistence allowance (DSA) covering the accommodation, meals and incidentals in the financial proposal. The DSA rate shall not exceed applicable rates, as promulgated by the International Civil Service Commission (ICSC). The consultant is expected to organize his/her own travel during mission in Cambodia. The consultant will be paid according to the financial proposal submitted and approved by UNICEF Cambodia. The consultant shall be responsible for undertaking suitable insurance for the contract period and taxes on this contract, as necessary.

#### **12. Contract supervisor**

The consultant will be directly supervised by Sophea Nhonh, Education Specialist, who will be responsible for the final review of the deliverables and the certification of payments to the consultant with the support from the chief education of UNICEF. The work plan and deliverables will be reviewed and signed off by the technical Education Officers.

#### **13. 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.

## 14. Submission of applications

Interested candidates are kindly requested to apply in [\[link\]](#) and upload the following documents:

- Letter of Interest (cover letter)
- CV or Resume
- Performance evaluation reports or references of similar consultancy assignments
- Financial proposal: All-inclusive lump-sum cost including:
  - Consultancy daily fee for 45 working days
  - In-country travel for 15 days, per-diem to cover lodging, meals and any other cost associated to take over the full assignment (10 days in Phnom Penh and 5 days in other province)
  - International travel (a round trip air ticket- economic)
  - Translation fee: for a four-days consultative and orientation workshop (English and Khmer) and for an approximate 150 pages of curriculum framework (from English to Khmer).
  - Medical insurance (health and accidental death, medical evacuation) for the entire duration of the contract.

## 15. Assessment Criteria

The Cumulative Analysis Method (weight combined score method) will be used for evaluation and selection in this process.

- a) Technical Qualification (max. 100 points): weight 70 %
  - Education (30 points)
  - Knowledge and skill (20 points)
  - Experience (30 points)
  - Quality of past work (e.g. understanding, methodology) (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 opened /evaluated and compared among those technical qualified candidates who have attained a minimum 70 points score in the technical evaluation. Other Financial Proposals will receive points in inverse proportion to the lowest price.

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