CALL FOR PARTNERSHIPS (CFP)
Ref: STEPCam_Maths_ICT_INSET_PRESET_2020

(Please quote this UNESCO reference in all correspondence)

Date: 22 October 2020

Closing date: Monday, 23 November 2020 (17.00.00 GMT+0700 SE Asia Standard Time)

Inquiries via email to: Ilaria Vanzin i.vanzin@unesco.org (technical aspect), or Jahan, Nusrat n.jahan@unesco.org (administrative & financial aspects)

I. BACKGROUND / OBJECTIVE

Under the Framework of the National Strategic Development Plan, The Ministry of Education, Youth and Sport (MoEYS) developed the Education Strategic Plan (ESP) 2019-2023 with the ambition to develop human capital to lead Cambodia’s transformation to an upper-middle income country by 2030. To achieve these national goals, the Teacher Policy Action Plan (TPAP) was formulated aiming at providing clear direction for systematic reform and implementation of teacher policies, including concrete programmes, activities, timelines, expected outcomes, and projected budget for implementation.

The GPE3 grant for Cambodia consists of two parts: a ‘fixed part’ of US$14.4 million managed and co-funded (Through CapEd) by UNESCO as the Grant Agent, and a ‘variable part’ of US$6.2 million having UNICEF as the Grant Agent. The two parts of GPE3 will work in a complementary manner to achieve impactful results.

For the fixed part, under the leadership of the MoEYS and in consultation with the development partners, UNESCO formulated the Strengthening Teacher Education Programmes in Cambodia (STEPCam), for the period 2018 -2021, to institutionalize continuous professional development for teachers in Cambodia, as envisaged in the MoEYS CPD Policy.

The objective of the programme is to improve the quality of teaching to improve student learning, providing assistance at five levels: system, trainers, teachers, teaching and learning environment. STEPCam

(i) develops continuous professional development systems;
(ii) supports the government's efforts in enhancing competencies of in-service teachers, specifically those in early grades, as part of improving learning outcomes;
(iii) upgrades qualification of trainers at Provincial Teacher Training Centres (PTTCs); and
(iv) upgrades PTTCs infrastructure.

The second component of the Programme is about “in-service training (INSET) for the professional development of teachers on Early Grade Learning (EGL)”. This component supports the Cambodian Ministry of Education, Youth, and Sport (MoEYS) in developing and piloting a national Early Grade Learning programme, through revision of the teaching and learning materials, support to teachers training and to teachers for improved teaching methodologies in Khmer reading/writing (Early grade reading - EGR) and mathemetic (Early Grade Maths - EGM) subjects. STEPCam and MoEYS have developed Maths Grade 1 (G1) and Grade 2 (G2) Teaching and Learning Materials Packages.
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(TLMP). Each of grade 1 and grade 2 TLMP consists of a teacher guide, student exercise book (workbook), student support book and teaching and learning materials.

The third component of the programme is to upgrade PTTC teacher educators’ capacity and qualification through a Teacher Qualification Upgrade (TQU) programme equivalent to a Bachelor of Education and additional In-Service Teacher Education and Training (INSET). The INSET was informed by a Training Needs Assessment (TNA) conducted from late 2019 to early 2020 as a collaborative effort between the Teacher Training Department (TTD), Phnom Penh Teacher Education College (PTEC), and UNESCO Phnom Penh.

This term of references lays out each objective and its accompanying outputs/deliverables, activities and methodology in the next four sections. The remaining sections then detail the timing for delivering each objective, the reporting process, the minimum content of the proposal and the eligibility requirements.

II. RESPONSIBILITIES AND EXPECTED OUTPUTS/DEVERABLES:

2. Objective

UNESCO Phnom Penh office seeks to engage an experienced organization/institution/ NGO to support the MoEYS and UNESCO to:

2.1. Objective 1

Develop credit-based blended INSET modules for PTTC Teacher Educators in Cambodia: Develop credit-based blended INSET modules for PTTC Teacher Educators in Cambodia, in alignment with MoEYS’s aim to raise PTTC teacher educators’ awareness of ICT utility for education. This INSET aims to improve PTTC teacher educators’ ICT competency and teaching methodology, allowing them to acquire hands-on skills and experience to undertake a blended pedagogical course and, in a medium term, learn how to integrate ICT in learning and teaching, as illustrated in Annex C. The modules will initially be piloted before rolling them out to the 16 PTTCs across the country planned during 2021 and 2022. Credit assignment of the modules will follow the CPD credit acquisition system co-developed by MoEYS and UNESCO Phnom Penh.

The selected Organization will support the inter-departmental INSET technical team comprising TTD, PTEC, Department of Personnel (DoPers), Department of Information Technology (DIT), Primary Education Department (PED) and UNESCO Phnom Penh to develop and support the implementation of credit-based blended INSET modules as below:

- to upskill participants’ ICT competency for undertaking a blended INSET course hosted on a Learning Management System (LMS)\(^1\)
- to increase knowledge of non-subject-specific teaching methodology which includes Inquiry-Based, Concept-Based Learning, formative assessment, and play-based learning – needed by all PTTC teacher educators

2.2. Objective 2

Convert the EG TLMP for Maths Grades 1&2 into a chapter to be integrated into the new 12+2 Maths syllabus for Pre-service Teacher Education and Training (PRESET) at PTTCs and include the Grade 3 to

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\(^1\) MoEYS has recently developed an Education Resource Platform which can host MOOC; another option to explore could be edX in light of an existing partnership.
cover the entire spectrum of Early Grade Mathematics. The work will be undertaken under the leadership of the Teacher Training Department (TTD) of MoEYS and the technical working group, comprising but not limited to Phnom Penh Teacher Education College (PTEC), Primary Education Department (PED).

In detail, the partner will:

1) develop a solid chapter on teaching Early Grade Maths (EGM), based on the existing MoEYS’s EG TLMP for Maths Grades 1 & 2, including the Grade 3 to cover the entire spectrum of early Grade Mathematics, to be added to the Maths syllabus so that the Maths TLMP and the 12+2 PRESET at PTTCs are aligned.

2) contribute to develop the capacity of the National Master Trainers and PTTCs Maths teacher educators by developing sound and user friendly training packages, and

3) provide technical assistance during the roll out of the training to ensure quality standards are met; and mentor the National Master Trainers while they lead the training for Maths teacher educators from 16 PTTCs on the new EGM chapter.

2.3. Objective 3

Convert MoEYS approved Maths Grade 1 and 2 TLMP into digital formats which will be uploaded on the MoEYS EGL Komar Rien Komar Cheh (KRKC) Facebook page. Given COVID-19 and the new context in which education needs to be delivered, this intervention will contribute to strengthening the online learning initiative of the MoEYS. The Early Grade Khmer Literacy Teaching and Learning Packages have been already digitalized and uploaded on the official MoEYS EGL @KRKC Facebook page.

2.4. Objective 4

Provide technical assistance to PED of MoEYS during the piloting and roll out of Semester 2 Training of Trainers and Training of Teachers for Maths Grade 1 and 2 TLMP in five provinces.

Output/Deliverables

3. Outputs/Deliverables

This section details the outputs/deliverable for each of the four ToR objectives

3.1. Outputs/Deliverables for Objective 1

- An inception report that details the work plan, the expected results of the INSET and module content, which includes the syllabus, recommendations on choices of LMS and Platform in light of the MoEYS’s recommendations and integrated with the existing system, limited ICT resources, and areas of development/training;
- One module containing teaching and learning materials, which is tailored for participants with varying levels of ITC literacy, to build their capacity to undertake distance/e-learning. This module aims to elevate the participants’ ICT competency based on the UNESCO’s ICT Competency Framework for Teachers (2019) in Annex C;

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2 Grade1 Maths in Siem Reap, Preah Vihear, Kratie, Oddar Meanchey and Stung Treng provinces. G2 Maths in Siem Reap provinces
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- Three modules containing teaching and learning materials for learning-driven teaching approaches that include Inquiry-Based Learning, Concept-Based Learning, formative assessment, play and experience-based learning;
- The teaching and learning materials must be in line with what is specified in section V.
- Trainer guide on how to teach the four INSET modules;
- Train eight Master (pedagogical) Trainers to deliver the INSET packages who will be experienced teacher educators from PTEC/RUPP/DIT and have run courses on an LMS such as MoEYS Resource Platform or edX. These Master Trainers will have the responsibility of running the Face-to-Face component and supporting students during the online component;
- Train two LMS facilitators who work at each PTTC to support participants undertaking the INSET modules;
- Develop INSET calendars, agenda and assessment procedures, identifying evidence PTTC teacher educators are required to demonstrate during and upon completion of the INSET modules;
- Support and provide technical backstopping to the trainers during the implementation. This will include, but not be limited to, monitoring Face-to-Face training and ensuring support during the online stages are of the required standard;
- Identify and group PTTC teacher educators in terms of ICT competencies, using pre-existing data available to UNESCO and MoEYS so as to implement the ICT module at the right level which will ultimately enable all the participants to take a blended INSET module;
- Develop a credit-awarding mechanism, following the guidelines of the CPD credit acquisition system developed by UNESCO and MoEYS (for example, one credit for 15 hours of structured input plus 30 hours of self-learning to produce a report).

3.2. Outputs/Deliverables for objective 2:

- An inception report that describes the ToR outputs, and an accompanying work plan, Detailed Agenda of the Training that provides the timeline of the required steps to undertake this assignment;
- One training materials package for National Master Trainers and one for PTTCs Maths Teacher Educators. The packages must include, but not be limited to the following:
  - Handout for participants
  - Training guide
  - A dedicated section/technical note on Formative assessment
- Training report of 10 National Master Trainers.
- Mentoring report and recommendations following the mentorship provided to the National Master trainers in training 50 Maths teacher educators at PTTCs on the new EGM chapter
- Report on effectiveness of EGM teaching at PTTCs provided by Maths teacher educators based on a series of field visits. The report should articulate the process and mechanisms to keep providing mentoring during an entire PTTCs academic year.
- Finalized EGM chapter to be integrated into the new 12+2 Maths syllabus for PRESET at PTTCs, reflecting training outcomes observed during field visits and monitoring.

3.3. Outputs/Deliverables Objective 3:
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- An inception report that details the work plan, layout/structure, design of online materials, and key messages for the KRKC Maths Grade 1 and 2 resources.
- Online Maths materials and worksheets with accompanying, photos, images, short texts and audio (in Khmer language) that can guide, remind and encourage student to learn every day at home. The resources will incorporate sign language videos for children and adults who have a hearing impairment where appropriate.
- Online Maths material and accompanying photos, images, short texts and audio instruction that guide parents to support their children to use the online Maths materials.

3.4. Outputs/Deliverables for 4:

- Inception Report that details the work plan
- Updated and revised Training of Trainers Guides for Maths Grade 1 and 2 TLMP for Semester 2
- Support Maths Core Team in delivering the training of Trainers for both Maths Grade 1 and 2 TLMP Facilitation Reports (8 days workshop) for Semester 2.
- Second Semester Report with clear findings, recommendations and way forward following the participation to the training of trainers and monitoring of training of teachers for Semester 2 of EGL Maths Grade 1 and 2 TLMP in the five STEPCam Provinces of Siem Reap, Stung Treng, Preah Vihear, Oddar Meachey, Kratie.

III. ELIGIBILITY:

A UNESCO Implementation Partner is an entity with a not-for-profit status to which UNESCO has entrusted partially or fully with the implementation of programmes or projects specified in a signed document. Along with the assumption of full responsibility and accountability for the effective use of resources and the delivery of outputs as set forth in such a document.

<table>
<thead>
<tr>
<th>Main features of a UNESCO Implementation Partners’ Agreement</th>
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<tbody>
<tr>
<td>The partner brings added value, including monetary or in-kind contribution, to the project/activity</td>
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<tr>
<td>The partner shares in the risks and rewards of the project/activity implementation and is responsible and account for delivering expected results</td>
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<tr>
<td>The partner is involved at each step of the process, from detailed work plan elaboration to project/activities evaluation.</td>
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<tr>
<td>The partnership will include aspects beyond the delivery of a service to include capacity-building elements with respect to the partner and/or beneficiary</td>
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The parameters that will determine whether an entity is eligible to be considered by UNESCO will be based on the UNESCO Partner Identification form-Annex 2

Submissions that do not targets all objective will be still considered eligible.

IV. PROPOSAL

Proposed Methodology, approach, Quality Assurance Plan and Implementation Plan
This section should demonstrate the entity’s response to the Terms of Reference by identifying the specific components proposed, how the outputs/deliverables shall be addressed, as specified; providing a detailed description of the essential performance characteristics proposed, identifying the work/portions of the work that will be subcontracted.

Moreover, the proposal should demonstrate how the suggested methodology meets or exceeds the objective, expected outputs/deliverables and methodology set in TOR, while ensuring appropriateness of the approach to the local conditions and the rest of the project-operating environment. This methodology must be laid out in an implementation timetable and a quality assurance plan.

**Management Structure and Resource (Key Personnel)**

This section should include the comprehensive description of the management structure and information regarding required resources including:

- The curriculum vitae (CVs) of key personnel that will be assigned to support the implementation of the proposed methodology, and
- An explanation of how the qualifications of key personnel’s are relevant to areas in the TOR.

**V. EVALUATION CRITERIA AND METHODOLOGY:**

Proposals will be evaluated based on the following criteria:

1) Sound technical proposal that includes innovative and replicable inclusion mechanisms to maximize the value transfer to the beneficiaries.
2) High impact interventions directly targeting and responding to the needs established in the TOR.
3) Size of budget requested commensurate with the organization’s proven administrative and financial management capacity.
4) Participatory monitoring and evaluation that will contribute to building a sense of ownership among the beneficiaries to promote the sustainability of the interventions.

**VI. BUDGET SIZE AND DURATION:**

The amount requested in the proposal should be commensurate with the organization’s administrative and financial management capabilities. In principle, project duration will not exceed 18 months.

Regarding the budget of the technical proposal of the partner, UNESCO retains the right to elaborate the work plan and negotiate the budget with the partners, prior to signing agreement, to ensure value of the money. Likewise, UNESCO will ensure that in accordance with its policies the selected Partner will be able to provided added value in terms of financial or in-kind contribution. The partner’s financial or in-kind contribution must be indicated in the budget proposal (amount and percentage in ad-hoc columns). Threshold for operation and administrative costs cannot represent more than 10% of overall budget

**VII. SELECTION PROCESS:**

UNESCO will review proposals through a five-step process; (i) determination of eligibility; (ii) technical review of eligible proposals; (iii) Cumulative scoring of Technical and Financial proposal and
ranking of the eligible proposals; (vi) round of clarification (if necessary) and work plan elaboration with the highest-scoring proposal; and (v) Implementation Partners’ Agreement (IPA) signature.

**VII. SUBMISSION PROCESS:**

Applicants shall bear all costs related to proposal preparation and submission

Applicants must submit their proposals in two envelopes (one for Technical one for Financial) to:

- UNESCO Phnom Penh Office: P.O Box 29, #38, Samdech Sothearos Blvd., Phnom Penh, Cambodia.

- Number of copies: 1

The following documents must be submitted in order for the submission to be considered:

1) Proposal documents (technical and financial, including project outline)
2) Partners’ Identification Form (duly filled in, with supporting documents³)
3) Audited financial statements for the past two years (If available. If not please provide justification why not)
4) CD or flash drive with soft copy of the entire application dossier

Only one submission per organization is allowed. Once the application is completed and submitted, revised versions of proposal documents will not accepted.

Submission deadline

**Proposals, with supporting documents, should be submitted by Monday, 23 November 2020 (17.00.00 GMT+0700 SE Asia Standard Time)**

For additional questions about the Call for Proposals Guidelines or application forms, please e-mail i.vanzin@unesco.org (technical aspect), or Jahan, Nusrat n.jahan@unesco.org (administrative & financial aspects)

Note: UNESCO reserves the right not to fund any proposals arising from this Call for Partnerships.

Depending on the value and context of the implementation partners’ agreement, the final financial report must be audited by the External Auditor of the Partner. The audit requirement will be confirmed during work plan elaboration and contract finalization.

UNESCO may conduct on site reviews (“spot checks”), subject to such standards, scope, frequency and timing as decided by UNESCO. The Partner shall provide its full and timely cooperation with any such spot checks, which shall include Partner’s obligation to make available its personnel and any relevant documentation and records for such purposes at reasonable times and on reasonable conditions and to grant to UNESCO access to Partner’s premises at reasonable times and on reasonable conditions.

Below is an estimated timeline for this Call for Partnerships:

22 October 2020: Call for Partnership Opens.

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³ Supporting document is required such as annual report, organizational strategic plan, organizational policy for governance structure, financial management, and others. These supporting documents could be submitted in soft copy. Applicants need to submit proof of all statement they make in the Identification form: For example: If they say they have good governance, they need to submit corporate governance structure along with application.
23 November 2020: Deadline for organizations to submit proposals under this call.

24 November – 10 December 2020: Assessment and selection process will take place.

14 December 2020: Selected applicants will be notified.

IMPORTANT ADDITIONAL INFORMATION

UNESCO requires that partners, bidders and their sub-contractors adhere to the highest standards of moral and ethical conduct during the implementation of the partnership agreement and do not engage in corrupt and fraudulent practices.

United Nation Agencies have adopted a zero tolerance policy on gifts and, therefore, it is of overriding importance that UNESCO staff should not be placed in position where their actions may constitute or could be reasonably perceived as reflecting favorable treatment of an individual or entity by accepting offers of gifts, hospitality or other similar favours. Partners are therefore requested not to send or offer gifts or hospitality to UNESCO Personnel.

UNESCO will:

(a) Reject a proposal to award and agreement if it determines that a partner recommended for award has engaged in fraud and/or corruption in competing for the agreement in question.
(b) Cancel or terminate an agreement if it determines that a partner has engaged in a fraud and/or corruption in competing for or in executing a UNESCO contract.
(c) Declare a partner ineligible to become a “United Nations registered vendor”, either indefinitely or for a stated period of time, if it determines at any time that the partner has engaged in fraud and/or corruption in competing for or in executing a UNESCO agreement.

This Call for Partnerships is not to be construed in any way as an offer to contract with your organization. Your proposal could, however, form the basis for a contract between your organization and UNESCO.

You are requested to acknowledge the receipt of this Call for Partnership and to indicate whether or not you will be submitting a proposal. For this purpose, and for any requests for clarification, please contact Ilaria Vanzin at i.vanzin@unesco.org (technical aspect), or Jahan, Nusrat n.jahan@unesco.org (administrative & financial aspects)

For and on behalf of UNESCO

Education / Phnom Penh

Ilaria Vanzin, STEPCam Programme Manager

VIII. ANNEXES:

Annex 1- Terms of Reference

Annex 2- UNESCO Partner Identification form

Annex 3- Budget Template

Annex 4- Implementation Partners’ Agreement (example)

Annex A: Training Needs Assessment (TNA)

Annex B: Mapping ICT stages onto learning and teaching (UNESCO Bangkok, 2010)