Terms of Reference
For a Request for Proposal to
Develop an ICT Based blended INSET Module for PTTC Teacher Educators in Cambodia

I. Background

The Ministry of Education, Youth and Sport (MoEYS), under the Framework of the National Strategic Development Plan, 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 will (i) develop continuous professional development systems; (ii) support the government’s efforts in enhancing competencies of in-service teachers, specifically those in early grades, as part of improving learning outcomes; (iii) upgrade qualification of trainers at Provincial Teacher Training Centres (PTTCs); and (iv) upgrade PTTCs infrastructure.

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. It has been jointly decided that the additional INSET will initially focus on upgrading the PTTC teacher educators’ ICT competency and teaching methodology, raising their abilities to implement distance/e-learning. This is in line with the MoEYS’s guidelines to prepare for staged reopening of Teacher Education Institutions (TEIs) in response to the evolving situations of the Covid-19 pandemic, which sees MoEYS leaders and core ICT trainers leading some initial training in blended learning for management and teacher educators at TEIs across the country.

UNESCO Phnom Penh office seeks to engage an experienced organization/institution/ NGO to support the MoEYS and UNESCO to 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 A. The modules will initially be piloted on a small scale before rolling them out to the 16 PTTCs across the country planned
for the first quarter of 2021. Credit assignment of the modules will follow the CPD credit acquisition system co-developed by MoEYS and UNESCO Phnom Penh.

II. Objective

To support the inter-departmental INSET technical team comprising TTD, PTEC, Department of Personnel (DoPers), Department of IT (DIT), Primary Education Department (PED) and UNESCO Phnom Penh to develop and support the implementation of credit-based blended INSET modules: (1) to upskill participants’ ICT competency for undertaking a blended INSET course hosted on a Learning Management System (LMS)\(^1\) (2) 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.

III. Output/Deliverables

- 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 B;
- 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).

\(^1\) 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.
All drafts and final versions will be submitted in soft copy (word and pdf) in both English and Khmer. All draft training materials need to be submitted in English and Khmer to UNESCO for revision before being shared to national and international stakeholders for consultation workshops or approval.

UNESCO will facilitate communication with National Counterparts and key partners, including the exchange of documents and information related to the process.

Final drafts of the INSET module package need to be endorsed and approved by the MoEYS, and this will be responsibility of TTD and DoPers.

**IV. Activities**

Activities need to be planned, developed and implemented in close consultation and coordination with the TTD, PTEC, DoPers, DIT, and PED’s joint technical team and UNESCO STEPCam team.

1) Create an inception report that describes the ToR outputs, and an accompanying work plan that provides the timeline of the required steps to undertake this body of work;
2) Develop draft blended INSET module packages, with the accompanying teaching and learning package, a trainer guide for both ICT and teaching methodology, monitoring and assessment guidelines, and a credit-awarding mechanism;
3) Submit drafts to UNESCO and MoEYS for quality assurance and provision on inputs and consultation, before piloting the INSET modules and then rolling out the training;
4) Present the draft packages to key national stakeholders and NGOs facilitating consultations before piloting and rolling out the final INSET modules. (Relevant documents to be discussed in meetings or workshops need to be shared one week in advance to give stakeholders time to review them). This will include collection, analysis and response to inputs/comments received in close coordination with UNESCO.
5) Finalize the outputs and submit to UNESCO for approval before submitting to National Counterparts;
6) Develop the training of trainers’ agendas and packages
7) Provide technical assistance to the Master Trainers in the delivery process, making sure to adopt trainee-centred teaching methodologies fostering participation and active engagement;
8) Assist Master Trainers at the pilot and rollout stages to monitor progress and support participants while they undertake the online learning component of the INSET;
9) Pilot the INSET modules, revise the modules where necessary, and scale them up for all PTTC teacher educators, working closely with TTD, DoPers, and UNESCO TAs;
10) Provide recommendations to select trainers with solid technical justification about the background and experience they need to possess;
11) Plan and supervise the training, ensuring the quality of the entire process.

The inception report is to be submitted one month after commencement of the assignment. Development of the INSET modules and pilot should be completed by the end of 2020, while the implementation is envisaged during the first quarter of 2021.

**V. Methodology**

It is expected that the INSET package will be delivered following an approach similar to what is described below

**Training of trainers**

- Eight trainers who will be experienced teacher educators from PTEC/RUPP/DIT and have run courses on an LMS such as MoEYS Resource Platform or edX will be recruited as Master Trainers to conduct this INSET.
- The Master Trainers will conduct the Face-to-Face training and monitor/support PTTC participants online.
• The Master Trainers do not need to be ICT experts but have experience in taking/running a course on an LMS and have good pedagogical knowledge.
• The Master Trainers will conduct the ICT module, which includes an LMS orientation and provide on-going support.
• Two LMS Facilitators who ideally have experience training student teachers on how to use ICT packages will be selected from each PTTC to mentor participants throughout the whole INSET.
• The Master Trainers and PTTC LMS facilitators will receive training centrally at PTEC/RUPP/DIT on how to run the INSET as a MOOC, e.g., on the MoEYS Resource Platform or edX platform.
• Roles and responsibilities will be agreed with the Master Trainers and PTTC facilitators.
• Senior management will be made aware of the support PTTC LMS facilitators are expected to provide to make the INSET a success at their center.

Suggested blended learning modality

Stage 1: One module on ICT INSET
• 15 hours of ICT training, focusing on skills required to take an online, self-paced INSET module
• The training can be delivered in a blended mode, for example:
  o 6 hours of Face-to-Face + 9 hours of online training, or
  o 12 hours of Face-to-Face + 3 hours of online training
• The Face-to-Face ICT training will be based at each PTTC, and Master Trainers will travel from Phnom Penh to conduct this training.
• Assignment to demonstrate ICT competency to use the LMS the INSET course will be run on

Stage 2: Two modules on teaching methodology (e.g., Inquiry-Based Learning and play-based learning)
• 30 hours of online teaching methodology training, for example, hosted on MoEYS Resource Platform or edX and including objective, formative assessment such as Multiple-Choice Questions (MCQ).

Stage 3: Assignments and Face-to-Face mid-course monitoring
• This Face-to-Face session is 6 hours long and can be organized in a workshop format;
• On average, there are two classes of 20 participants at each PTTC and four groups of participants per class;
• One Master Trainer per class. The Master Trainers will travel from Phnom Penh to conduct this workshop at each PTTC;
• Each participant has 20 minutes to showcase their work to their group and 10 minutes to receive feedback (in total, 3 hours for all participants to showcase their work);
• 1 hour for the Master Trainer to provide remedial/additional lessons; 1 hour for wrapping up the two modules, and 1 hour for preparing participants for the next module

Stage 4: One more module on teaching methodology (e.g., formative assessment)
• 15 hours of online teaching methodology training, for example, hosted on MoEYS Resource Platform or edX and including objective, formative assessment such as MCQ questions

Stage 5: Assignments and Face-to-Face end-of-course monitoring
• This Face-to-Face stage involves ‘application’ assignments (e.g., how they apply the newly acquired knowledge and skills in their teaching and positive impact on their students’ learning
• The Face-to-Face follow-up can be organized in a 2-day workshop (6 hours a day)
• On average, there are two classes of 20 participants at each PTTC and four groups of participants per class;
• One Master Trainer per class. The Master Trainers will travel from Phnom Penh to conduct this workshop at each PTTC;
• Each group will submit their written assignment, e.g., on the topic identified above.
• Each group has 40 minutes to showcase their work to the class and 20 minutes to receive feedback (in total, 4 hours for all participants to showcase their work);
• 2 hours for remedial/additional lessons; 6 hours for wrapping up and integrating the three modules, other application activities, and group discussion on directions for future INSET
Teaching and Learning inputs

The teaching methodology modules will be made up of:

45 hours of structured input/lessons

- 5 hours of videos split across contents (no more than 15 minutes per video clip)
- 10 hours of technical reading
- 3 hours of written discussion on the recommended platform, e.g., MoEYS Education Resource Platform or edX
- 3 hours of objective, formative assessment
- 24 hours of face-to-face learning and assignment (Stages 1, 3, and 5)

90 hours of self-learning, including but not limited to further research to complete the assignment, group discussion, writing up the report, peer-review, etc.

These can change upon the inception period. The LMS to deliver the online content should be integrated with the MoEYS’ recommended platforms.

Assessment

For the assessment approach, please consider:

- Multiple choice (Wrong responses should provide tips to students to review course material)
- Peer to Peer review could be conducted with moderation by the Master Trainers
- Face-to-Face assessment in Stage 1 to ensure students can use the recommended LMS
- Written assignments with Face-to-Face follow-ups in Stages 3 and 5 to ensure students are actively taking part in the courses
- Face-To-Face assignment on how the participants apply the modules in their teaching
- Grading system with realistic rubrics and criteria, reflecting the benchmarks recommended in the MoEYS’ CPD credit acquisition system

Design principles

Teaching and learning material should be context relevant, adaptive, and sustainable, reflect the MoEYS’ guidelines for distance/e-learning for both general and teacher education, and promote inclusiveness, gender equality, human rights and environment’s protection.

Face-to-face instruction needs to be merged with digital education to create an interactive learning environment to deliver blended learning modules in PTTCs successfully. This approach could offer a great advantage to participants as they will benefit from traditional practices in PTTC classrooms while learning at their own pace in the adaptive and personalized online learning environment. Creating a practical blended learning experience to deliver this ToR will require the contractor to plan and prepare the INSET through:

1. Selecting a comprehensive LMS which is user-friendly, flexible, and easily accessible
   The contractor must ensure the appropriate hardware and software requirements are specified considering the limited internet connectivity and resources at PTTCs. The LMS must have mobile accessibility and should try to take advantage as much as possible of existing MoEYS platforms.

2. Defining the outline to deliver the modules, with detailed learning resources, objectives, assignments, and assessment criteria
   The contractor will design the modules appropriately and define the materials that will be delivered online and face to face. The Master Trainers will use the outline to keep track of progress in which the INSET is delivered. In conjunction with MoEYS, the contractor will develop a suitable assessment strategy:
   - to support Master Trainers to identify improvement areas and work on them to achieve improved learning outcomes
   - to create a holistic blended learning programme
The contractor will agree on an optimal strategy with the MoEYS to test learning outcomes as tracking INSET progress is essential. During this process, options such as online quizzes, in-class objective or subjective assignments, and in-training discussions will be considered as a modality to gauge progress.

3. Using a scoped trainer guide with clear and relevant learning objectives
The trainer guide should be carefully scoped and be consistent throughout all lessons to create a structure for the training as well as to encourage sufficient flexibility for PTTC participants to adapt according to teaching situations. The document will provide guidance on blending face-to-face with online learning management which covers students' engagement management and material distribution/collection.

Each module must have clearly defined learning objectives to help all stakeholders understand what the INSET will deliver. These objectives will also serve as a roadmap to help trainers and participants understand what will be achieved and the topics that need to be covered to achieve module objectives successfully. Formative assessment should be embedded with prompts and reminders to promote the adoption of these methods.

4. Adopting a mobile friendly LMS platform that has consistent aesthetics to help focus participant's concentration
The structure and layout of the LMS will be consistent with adequate visual and graphic elements to support understanding and assist learners to navigate through the teaching and learning material without getting confused and improve engagement. For convenience, the material on LMS platform will need to be configured so it can be displayed on mobile device.

5. Ensuring there is good communication between the Master Trainers and participants in stages 3 and 4
The contractor will consider how to establish effective communication between the Master Trainers and participants to achieve improved learning outcomes. The contractor will set up a system to allow Master Trainers to encourage participants to communicate their questions and concerns, for example, through online surveys, evaluations, and opinions on the quality of the course and its delivery. The contractor will also support Master Trainers to monitor progress participants make during the online learning components, allowing them to take remedial action where necessary. Where necessary Master trainers will call on support from the locally based LMS facilitators at PTTCs to support and encourage participants.

6. Successfully training Master Trainers and LMS facilitators
Since blended learning can be challenging to plan and manage, Master Trainers will be trained in management strategies tailored for this approach. The contractor will support Master Trainers, so they are well-versed with the technology required to execute blended learning, and thus need training on software and hardware management as well.

VI. Timing
The activities described above are expected to be conducted between September 2020 and August 2021.

VII. Reporting
All reports must comprise a programmatic and financial section that will be submitted with deliverables before each contract instalment is released. The Programmatic section of the report should be short, specific and progressively build on previous report without repetition. Report templates should be agreed in advance with UNESCO. All reports should be submitted in English and Khmer in word and pdf format.

VIII. Minimum Content of the proposal
A technical description, which demonstrates an understanding of assignment, including challenges and solutions to address them effectively and efficiently in the given timeframe.

1. Contents of Technical Proposals
   The written technical proposal will be in hard copy and PDF format and include the following elements as a minimum requirement:
a) Presentation of the bidding institution including:
   - Name of the institution;
   - Date and country of registration/incorporation;
   - Summary of corporate structure and business areas;
   - Corporate directions and experience;
   - Location of offices; and
   - Number and type of employees or agents relevant to this proposal.

b) Complete UNESCO Partner Identification Form (Form AM-7-9A)

c) Narrative description of the bidding institution’s experience and capacity in the following areas:
   - Relevant experience in the education sector, specifically in the field of individual, organizational and institutional capacity development;
   - Previous and current assignments in Cambodia in INSET and, preferably, primary education;
   - Previous and current assignment with similar agencies (UN and INGOs).

d) Monitoring and evaluation reports which layout the impact of the previous and/or current assignments when relevant to this ToR;

e) Relevant references of the bidding institutions (past and on-going assignments) in the past three years. UNESCO may contact reference persons for feedback on services provided by the bidding institution.

f) Samples or links to samples of previous relevant work listed as reference of the bidding institution (at least three), on which the proposed key personnel directly and actively contributed or authored.

g) Proposed methodology and potential constraints for work assignments. It should minimize repeating what is stated in this ToR and respond to the methodology outlined above. There is no minimum or maximum length. If in doubt, ensure sufficient detail.

h) Work plan, which will include as a minimum requirement the following:
   - Detailed work plan based on the one proposed in the ToR and MoEYS’s guidelines for school reopening;
   - Detailed timetable by activity proposed by the bidding institution (it must be consistent with the general work plan and the financial proposal).

e) Team:
   - Summary presentation of proposed team leader;
   - Summary presentation of proposed key personnel;
   - Level of effort of proposed team leader by activity (it must be consistent with the financial proposal); and
   - CV of team leader and key personnel proposed to work on this assignment.

2) Contents of Financial Proposals

The price proposal must be fully separated from the technical proposal. The financial proposal will be submitted in hard copy. Costs will be proposed in USD$ excluding all taxes. It will include the following elements as a minimum requirement:
   - Overall price proposal; and
   - Budget by phase and by cost category. This will include cost relating to:
     - Training the trainers, developing the four INSET Modules and accompanying Teaching and Learning Material, undertaking Face-to-Face training and assessment as detailed the Methodology section; and
     - Personnel costs, international flights, internal transportation, DSA, translation services, report editing, and overheads.

IX. Eligibility/Qualification/Experience requirements

Overall, the Institution and the team members should meet the following requirements/qualifications:

Knowledge, Skills and Experience:
   - An advanced degree in education or related field;
   - A minimum of 10 years of progressively extensive experience in the education sector;
• Strong command of good practices in INSET in both face-to-face and virtual environments, and, preferably, primary education;
• Evidence of experience of similar nature projects, including preparing and managing INSET and Education Programmes in Cambodia;
• Demonstrated experience in development of contents, which are user-friendly, attractive to the final users and make use of blended learning approaches;
• Excellent verbal and written skills in English and Khmer;
• Excellent ICT skills, particularly those needed for creating professional standard blended leaning courses

Competencies:

• Ability to work collaboratively with counterparts in government ministries and at sub-national levels;
• Ability to deliver results amid tight deadlines;
• Excellent planning, organizational and coordination skills;
• Ability in injecting innovation in the work delivered;
• Strong ability in negotiating with multiple counterparts on technical contents
Annex A: Mapping ICT stages onto learning and teaching (UNESCO Bangkok, 2010)

It is envisaged that the ICT INSET module to be developed for this ToR covers the first three stages of ICT integration in learning and teaching, i.e. emerging, applying, and infusing, as illustrated in the figure below.

Source: UNESCO Bangkok 2010 (adapted from Majumdar, 2005)

It is envisaged that the ICT INSET module to be developed for this ToR is based on the ICT Competency Framework for Teachers by UNESCO (2019) to build the participants’ ICT skills for knowledge acquisition and some aspects of knowledge deepening, as illustrated in the figure below.

When constructing the proposal, the contractor should focus on designing an INSET course that will develop participants’ skills relating to areas specified in the Knowledge Acquisition and Knowledge Deepening Levels in the medium term. Further details about this framework can be found at https://en.unesco.org/themes/ict-education/competency-framework-teachers