

Annex 4 – Goods and services specification

TERMS OF REFERENCE

GAP AND MAP ANALYSIS OF CEHRD LEARNING PORTAL

TA 9215: Supporting Policies and Implementation in the School Sector Nepal's School Sector Development Plan - TA Facility

BACKGROUND

ADB and the British Council signed a contract in January 2019 under TA 9215: Supporting Policies and Implementation in the School Sector for programme management, coordination and technical support to the Government of Nepal to implement School Sector Development Plan (SSDP). The three TA outputs relating to this ToR are: (i) capacity development for policy implementation strengthened; (ii) programme management and monitoring strengthened; and (iii) knowledge management strengthened.

Building on SSDP's Mid Term Review (MTR), a Capacity and Institutional Assessment (CIA) was carried out for SSDP, and a Capacity and Institutional Development Plan (CIDP) was developed further elaborating priority TA interventions. Capacity building interventions at different levels have been planned to effectively undertake implementation of policies and plans to support the programme at national and sub-national levels considering emerging needs from federalism. The TA is now implementing targeted capacity building interventions.

CIDP is aligned with the priorities of Ministry of Education Science and Technology (MOEST), Center for Education and Human Resource Development (CEHRD), Local Governments and allied institutions for implementing capacity building interventions. Therefore, thematic priorities identified by the TA are Integrated Education Management Information System (IEMIS), Communication, Continuous Professional Development (CPD) / Teacher Professional Development (TPD), Assessment and Examination, and Curriculum Implementation. In addition, SSDP TA is providing programme management support to MOEST/CEHRD on all SSDP reform areas while also supporting some knowledge management initiatives. The TA has also reviewed and revised CIDP in the context of needs emerging from COVID situation.

CEHRD LEARNING PORTAL

The CEHRD Learning Portal (<http://learning.cehrd.edu.np>), developed, launched and revised by the Government of Nepal during the pandemic, includes a wide range of online multimedia resources to support children's learning from Grade 1 to 12:

- For grades 1 to 3 there are materials in 4 subjects (English, Nepali, Maths and Social Study/Serofero)
- For grades 4 and 5 there are materials in 5 subjects (English, Nepali, Maths, Science and Social Study)
- For grades 6 to 8 there are materials in 8 subjects (English, Nepali, Maths, Science, Social Study, Health, Moral and Vocational)
- For grade 9 there are materials in 10 subjects (English, Optional English, Nepali, Maths, Optional Maths, Science, Optional Science, Social Study, Health and Computer)
- For grade 10 there are materials in 9 subjects (English, Nepali, Maths, Opt Maths, Science, Opt Science, Social Study, Health and Computer)
- For grades 11 and 12 there are materials in only 3 subjects (English, Nepali and Social Study).

These materials are openly available and can be accessed freely online by anyone with appropriate devices and internet facility.

A Portal Taskforce, headed by Deputy Director General CEHRD and supported by the SSDP TA, is overseeing long term development and mainstreaming of the Portal.

OBJECTIVE OF THE ASSIGNMENT

The portal and its content have so far been mostly developed or procured during the Covid 19 pandemic under crisis conditions in order to provide a 'best possible' service to teachers and children working remotely. CEHRD intends to continue advancing the learning portal as an alternative mode of learning for children in both crisis and normal situation to ensure the continuation of their learning. In this regard, it is imperative that the learning portal include the contents that cover all the expected learning outcomes of children as envisaged in school curriculums.

The objectives of this assignment are therefore to:

- Identify the gaps in the existing CEHRD learning portal against the expected learning outcomes for children as specified in school curriculum of grade 1 to 12 in all the major subjects, including English, Optional English, Nepali, Maths, Optional Maths, Science, Optional Science, Social Studies, Health and Computing
- Map out the resources that need to be developed in order to address the identified gaps.

Assignment Activities

Assignment activities will include:

- A comprehensive review of the various multimedia resources that comprise learning content in the CEHRD Learning Portal, including:
 - ✓ List resources, grouped by grade and subject [NB relevant supporting documentation relating to content will be provided where available]
 - ✓ Identify learning outcomes for each resource
 - ✓ Compare portal learning outcomes to mandated school curricula and identify all whole and partial gaps in current portal content.
- Recommendations for groups of resources that can be developed to address these gaps.
- A final report detailing key outputs.

It is expected that a group of subject specialists/experts will conduct the gap and map exercises in each subject.

The SSDP TA is seeking a team of consultants or consulting firm with experience in the field of curriculum development and analysis, and ideally with experience in working with online learning resources.

SCOPE AND DETAIL

Scope and Detail

Actions

The consulting team will work under the supervision of the SSDP TA's Quality Education Specialist, and in consultation with the SSDP TA's Remote Education Specialist along with officials from CEHRD, CDC and MoEST.

Work should take no more than 10 weeks to complete from start to finish.

Activity	Action	Detail
Inception briefing	Team meeting	Meeting (virtual) between all consultants and SSDP experts to: <ul style="list-style-type: none"> • Establish paths for communication • Ensure clear shared understanding of all tasks

		<p>and objective</p> <ul style="list-style-type: none"> • Ratify agreement on timeline
Comprehensive review of the various multimedia resources that comprise learning content in the CEHRD Learning Portal	Propose review and analysis strategy	<p>Share review and data analysis strategy to SSDP TA for feedback and approval.</p> <p>Strategy to demonstrate:</p> <ul style="list-style-type: none"> • Systematic approach to reviewing resources • Systematic approach to listing learning outcomes for each resource • Systematic approach to cross checking learning outcomes of all portal resources against school curricula • Validity criteria
	Conduct review and analysis	According to strategy as approved by SSDP TA.
Recommendations for groups and types of resources that should be developed to address the identified gaps.	Propose approach to describing recommendations	<p>Share approach strategy to SSDP TA for feedback and approval.</p> <p>Strategy to demonstrate:</p> <ul style="list-style-type: none"> • Structure and level of detail to recommendations
	Complete recommendations	According to strategy as approved by SSDP TA.
Final report detailing key outputs	Propose report structure	<p>Share plan for report structure to SSDP TA for feedback and approval.</p> <p>Plan to include:</p> <ul style="list-style-type: none"> • Section headings in order • Brief description of section content
	Issue draft report	Share draft report to SSDP TA and Portal Taskforce for feedback and approval.
	Issue final report	Share final report to SSDP TA and Portal Taskforce.

Application

Applications should include: **(Please update the below in the supplier response form-Annex 2)**

1. A provisional workplan/timeline (highlighting task division and flow of work between subject specific teams), showing number of days allocated to each action.
2. A description of the process of undertaking the assignment in chronological order, supporting the timeline in (1) above.
3. A risk register for the top 5 risks to timely and high-quality completion of the assignment.
4. A report (e.g. completed for another consultancy) on any related topic, demonstrating writing style.
5. A statement confirming capacity to complete the work to high standards in the allocated schedule.
6. Curriculum vitae(s) of all team members.

Team Composition and Qualification Requirement

This assignment requires a number of subject specific experts especially in the areas of Maths, Science, English, Nepali, Social Studies and Health.

Specific qualifications and experience of the team members should include:

1. Minimum Bachelor's and preferably Master's degree in Education and/or Social Science or related field.
2. 10 years of proven experience in curriculum development and analysis.

Preference will be given to those who can demonstrate skills/experience/qualifications of most specific relevance to the assignment.