

## **Annex 4 – Goods and services specification**

### **TERMS OF REFERENCE**

#### **NEW CONTENT DEVELOPMENT FOR 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. This currently includes activities to map and gap the curriculum content, and to review accessibility 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 content over and above the curriculum in order to address key needs of its users.

The objectives of this assignment are therefore to:

- Create user guides for children G1-3, children G4-8 and children G9-10
- Create 'supporting your child to use the learning portal' and 'e-safety' guides for parents
- Create 'supporting your child to use the learning portal' guide for teachers
- Create e-safety modules for children G1-3, children G4-8 and children G9-10
- Create e-security modules for children G1-3, children G4-8 and children G9-10
- Create Covid-19 awareness & prevention modules for children G1-3, children G4-8 and children G9-10

#### Assignment Activities

Assignment activities will include delivery of the following:

|  | Number of 20-minute units |
|--|---------------------------|
| User guides for children G1-3, children G4-8 and children G9-10                                    | 3                         |
| Create 'supporting your child to use the learning portal' and 'e-safety' guides for parents        | 2                         |
| Create 'supporting your students to use the learning portal' guide for teachers                    | 2                         |
| Create e-safety modules for children G1-3, children G4-8 and children G9-10                        | 6                         |
| Create e-security modules for children G1-3, children G4-8 and children G9-10                      | 3                         |
| Create Covid-19 awareness & prevention modules for children G1-3, children G4-8 and children G9-10 | 6                         |

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|       |  |
|-------|--|
| TOTAL | 7 hours and 20 minutes of learning content |
|-------|--|

If the rest of the assignment is completed quickly and satisfactorily, there may be potential to extend the contract to include more resources according to CERHD's requirements.

## SCOPE AND DETAIL

### Scope and Detail

The SSDP TA ends in June and therefore work on this contract must be completed by end of May. This is a non-negotiable deadline. We are looking for smart, accessible and inclusive solutions driven by excellent pedagogy and high quality content, realistically deliverable within the timeframe. This means it is more likely that content will be written, audio and/or video than software-based (e.g. animated interactive games), but we welcome creative and thoughtful proposals based on the skillset of the consultants/consulting firm.

Learning outcomes will be provided.

Use of existing high quality Open Educational Resources, appropriately versioned/contextualised, is encouraged.

Content should be produced to equal standards in both English and Nepali languages unless indicated otherwise.

A set of personas will be provided for each of the following:

- Children G1-3
- Children G4-8
- Children G9-10
- Teachers
- Parents

Content developers will be expected to demonstrate how planned content meets the needs of each persona. For example, at least one parent persona will be illiterate.

CEHRD with support from the SSDP TA is currently working on a set of Nepali accessibility standards for online content. It is impractical for content developers to wait until the final standards are available, so in the meantime the WCAG standards should be used. Content should also be inclusive for key issues such as gender and ethnicity.

Content is deliverable in 20 minute units. This means that the unit should take 20 minutes to complete for the average target learner. Where appropriate, additional tasks may be offered in appendices for the learner to work on in their own time, e.g. providing an e-security check sheet.

### Actions

The consulting team will work under the supervision of the SSDP TA's Remote Education Specialist, and in consultation with the SSDP TA's Quality Education Specialist along with officials from CEHRD as represented by the Learning Portal Committee, who will have final sign off on all content. In the table below, SSDP TA is referenced as the point of contact, but it should be noted that the full team may be consulted on any/all actions.

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, CEHRD representatives and SSDP experts to: <ul style="list-style-type: none"> <li>• Establish paths for communication</li> <li>• Ensure clear shared understanding of all tasks and objectives</li> <li>• Ratify agreement on timeline</li> </ul>  |
| Content proposals   | Provide instructional plans (using template provided) for each piece of content | This activity will be staggered to ensure work proceeds as quickly as possible.<br>Instructional plans to demonstrate: <ul style="list-style-type: none"> <li>• Learning outcomes and how these are to be met</li> <li>• Format and nature of content (e.g. PDF, video etc)</li> <li>• Identification of assets (e.g. photographs, diagrams)</li> <li>• Devices to check understanding</li> <li>• Accessibility and inclusivity considerations</li> </ul> Instructional plans will be tested against user personas. |
|                     | Refine according to feedback  | Each instructional planning sheet must be signed off by SSDP TA before it can be considered final. This process will include approval from the CEHRD Learning Portal Committee.   |
| Content development | Deliver Draft #1 for each unit of content                                       | This activity will be staggered to ensure work proceeds as quickly as possible.<br>Content will be checked by SSDP TA and feedback provided.  |
|                     | Deliver Draft #2 for each unit of content                                       | Second drafts should incorporate all feedback and will be considered near final.<br>Content will be checked by SSDP TA and passed to the CEHRD Learning Portal Committee for approval and any final feedback/change requests.   |
|                     | Deliver each final unit of content  | Final content should be ready for CEHRD to upload to the Learning Portal  |

## Application

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

1. A completed instructional plan for the learning outcomes provided in the template in Appendix A [NB a completed example is provided in Appendix B]. Please refer to the last page.
2. A provisional workplan/timeline (highlighting task division and flow of work between individuals), showing number of days allocated to each action.
3. A description of the process of undertaking the assignment in chronological order, supporting the timeline in (1) above.
4. A risk register for the top 5 risks to timely and high-quality completion of the assignment.
5. A piece of learning content (e.g. completed for another consultancy) on any relevant topic.
6. A statement confirming capacity to complete the work to high standards in the allocated schedule.
7. Curriculum vitae(s) of all team members.

## Team Composition and Qualification Requirement

This assignment requires specific expertise in creating learning content for remote use, enabled by educational technology. A team that can also demonstrate access to subject specific experts in key portal topics may be given priority.

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 remote teaching/content creation.

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

**APPENDIX A: Instructional planning template**

**This form should be completed and submitted with your application**

| Learner   | Children G6-8                                    |   |                                |  |                            |   |   |   |
|---|--|---|--------------------------------|--|----------------------------|---|---|---|
| Learning outcome  | Format   | Key points                                  | Check for understanding        | Time for learner to complete                                   | Access and inclusivity     | Supporting assets   | Source for assets   | Further resources   |
| At the end of this section, a learner will be able to:    | e.g. interactive web page, PDF, video, audio etc | i.e. significant information to be provided | i.e. self assessment mechanism | Time in minutes to complete activity for each learning outcome | Key issues to be addressed | e.g. photos, diagrams, cartoons, additional video/audio, templates, forms etc | e.g. reprinted under CC licence, own photo with rights allocated, diagram to be developed, template to be developed and provided in rtf etc | Additional resources to be signposted for later use and/or optional deeper learning |
| <i>Explain the importance of having a secure password</i> |  |   |                                | <i>5 mins</i>  |                            |   |   |   |
| <i>Describe the elements of a secure password</i>         |  |   |                                | <i>5 mins</i>  |                            |   |   |   |

**APPENDIX B: Instructional planning example**

**EXAMPLE: This worked learning outcome is provided as an example only.**

| Learner   | Teachers   |  |   |   |   |  |  |  |
|---|--|--|---|---|---|--|--|--|
| Learning outcome  | Format   | Key points   | Check for understanding   | Time for learner to complete  | Access and inclusivity  | Supporting assets  | Source for assets  | Further resources  |
| <p>At the end of this section, a learner will be able to:</p>         | <p>e.g. interactive web page, PDF, video, audio etc</p>                  | <p>i.e. significant information to be provided</p>   | <p>i.e. self assessment mechanism</p>   | <p>Time in minutes to complete activity for each learning outcome</p> | <p>Key issues to be addressed</p>   | <p>e.g. photos, diagrams, cartoons, additional video/audio, templates, forms etc</p>       | <p>e.g. reprinted under CC licence, own photo with rights allocated, diagram to be developed, template to be developed and provided in rtf etc</p> | <p>Additional resources to be signposted for later use and/or optional deeper learning</p>   |
| <p><i>Direct students to key resources in the Learning Portal</i></p> | <p><i>PDF with links to portal sections as signposted in content</i></p> | <p><i>Explains why students need to work through e-safety and e-security units</i></p> <p><i>Suggests different language to use according to age of students</i></p> <p><i>Provides sample emails for 3 age groups as appendix</i></p> | <p><i>Checklist: Tick boxes if you agree with the following statements.</i></p> | <p><i>5 mins</i></p>  | <p><i>PDF means document can be used offline (other than links)</i></p> <p><i>Alt text for cartoon</i></p> <p><i>Importance of appropriate language for age</i></p> | <p><i>Cartoon to illustrate point of e-safety/security</i></p> <p><i>Sample emails</i></p> | <p><i>Cartoon to be developed</i></p> <p><i>Sample emails to be developed and provided in appendix</i></p>   | <p><i>Suggest teachers use existing platforms for engagement with parents so that they know their children are expected to do this work and why</i></p> <p><i>Signpost e-safety/security content in units for teachers</i></p> |