

**UNICEF-Turkey**  
**TERMS of REFERENCE (ToR)**  
**SHORT TERM NATIONAL INSTITUTIONAL / INDIVIDUAL CONSULTANCY**

**Online Accelerated Learning Programme Development**

**(Ref: EDU/TURA/2021-A)**

**Links with the Country Programme Priorities**

**UNDCS – Pillar 1:** Inclusive and Equitable Social Development

**Country Programme Outcome 2- Adolescent Development and Participation**

By 2025, the most vulnerable and at-risk adolescents and young people are learning, acquiring relevant skills, and participating meaningfully in an environment that is safe and responsive to the needs of both girls and boys.

**Output 2.1:** By 2025, the formal education system has increased capacity to ensure access, retention and relevant quality learning opportunities for adolescent girls and boys

**Output 2.2:** By 2025, the education system and other stakeholders have increased capacity to equip the most vulnerable adolescent girls and boys, including those out-of-school and at risk of drop-out, those engaged in child labor, and children in or at risk of child marriage, with relevant learning, including life skills

**Activity 4: Quality Non-Formal and/or Informal Education Opportunities for Adolescents:** Adolescent girls and boys, including children UTP, are provided with quality non-formal and/or informal education opportunities (including essential skills) through Turkish Language Courses (TLC), Accelerated Learning Programme (ALP), Basic Literacy and Numeracy (BLN) courses and other non-formal and/or informal education programmes.

**Grant code:** *SM200271*

## I. BACKGROUND

The COVID-19 pandemic has had an unprecedented impact on Turkey just as it has had on societies globally. To help contain the spread of the virus, schools all over Turkey at all levels have been closed since mid-March 2020, affecting some 18 million Turkish and around 700 thousand refugee children—almost 100 per cent of the country’s enrolled students.\* MoNE and UNICEF have swiftly responded to support the continuation of children’s learning, using various delivery channels including the online learning Education Information Network (EBA), complimented by television-based teaching, Learn at Home Kits for vulnerable learners in both the formal and non-formal education system, and parent and caregiver-guided information (e.g. How to support your child’s learning during the COVID-19 pandemic). However, the massive scale of school closures caused by the COVID-19 crisis has exposed the uneven distribution of the technology needed to facilitate remote learning for the most vulnerable learners in Turkey.

\* Estimated percentage of students affected by COVID-19: <https://en.unesco.org/covid19/educationresponse> (as of 24 May 2020).

The ‘pile-on effect’ of the crisis has shown that interruptions to education can have long term implications — especially for the most vulnerable learners. There is a real risk of a regression in learning for refugee children who attend Turkish Public Schools (TPSS) and whose basic, foundational learning (reading, math, languages) was not strong to begin with. In addition, over 400,000 out-of-school refugee children who have already faced continuous challenges in accessing education, particularly adolescent girls and boys, have been more exposed to health and well-being risks (both psychosocial and physical) during the COVID-19 crisis. Without access to education, as shocks are experienced, including in health and the loss of livelihoods, these children are likely to become even more vulnerable and unprotected\*\*. As vulnerable families’ household finances are becoming more strained and basic needs increase, OOS refugee children are more likely to be exposed to protection risks such as (family) violence, child labour, forced marriage and exploitation.

Especially for this particular group of vulnerable children, education is lifesaving. Not only does education provide safety and protection, it also instills hope for a brighter future. Ensuring the continuation of education through alternative learning pathways, including remote learning opportunities, stands out as a top priority in Turkey. This will also be the case in all future emergencies. The continuation of education is critical.

## **II. PURPOSE**

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The purpose of this assignment is to provide technical support to the UNICEF Turkey Country Office in its strategic partnership with MoNE to design an online version of the current Accelerated Learning Programme, including preparation of online modules with a blend of synchronous (live) and asynchronous (recorded) education modalities.

## **III. SCOPE OF WORK, DELIVERABLES AND TENTATIVE WORK CALENDAR**

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National institutions/individuals are expected to complete the following tasks and submit the relevant deliverables in line with the agreed work calendar (see Table 1).

### **Task 1: Provide technical support to the development of an online teaching curriculum for ALP:**

- Review and prepare a report on relevant national and international models, practices, materials and content related to the online teaching modalities, including synchronous and asynchronous teaching and learning.
- Review learning outcomes of 4 ALP Modules (A; B; C; D) and prepare the list of reduced outcomes to be covered in the online ALP incorporating the feedback received from MoNE officials and ALP teachers in the field. Create a similar pattern of reduced EBA portal lecture hours vis a vis weekly classroom timetables per each grade.
- Develop teaching content for each class hour and determine methodology and materials to be used in each class. Prepare a justification report for the selection of the methodology to be used in the blended teaching modality.

### **Task 2: Design and produce asynchronous classes for online ALP:**

- Produce asynchronous classes with a mix of visuals, graphics, audio presentations and recordings to reach all children with different learning styles.

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\*\* UNICEF Turkey COVID-19 Response Situation Report No. 5. May 7, 2020.

- Participate in meetings and workshops with MoNE representatives, PEC managers and ALP teachers, make a presentation about the work done and finalize the Online ALP based on the feedback provided by MoNE and UNICEF.

**Task 3: Produce guidelines for teachers together with a communication strategy for parents and caregivers and conduct training for ALP teachers:**

- Develop a "Guidelines for Teachers" with concrete lesson plans, materials and suggestions on how to efficiently use synchronous classes; the Guidelines for Teachers will include a minimum of 40 sample interactive activities (Turkish, Maths, Science and Social Sciences) to be used by teachers and counsellors, in online teaching and counselling.
- Prepare a training module and train ALP teachers on online ALP modules and how to best utilize the blended teaching method of live and recorded (synchronous and asynchronous) lessons.
- Prepare a communication strategy and materials (both in Turkish and in Arabic) for parents and caregivers, to help them support children's online learning.

**TABLE 1. TENTATIVE WORKLOAD FOR DELIVERABLES**

#	TASKS	DELIVERABLES	WORKLOAD
<b>Task 1: Provide technical support to the development of an online teaching curriculum for ALP</b>			
1.	Review and prepare a report on relevant national and international models, practices, materials and content related to the online teaching modalities, including synchronous and asynchronous teaching and learning.	Report	10 days
2.	Review learning outcomes of 4 ALP Modules (A; B; C; D), prepare the list of reduced outcomes to be covered in online ALP with the feedback received from ALP teachers in the field, creating a similar pattern of reduced EBA portal lecture hours vis a vis weekly classroom timetables per each grade.	Online ALP learning outcomes; Timetable for each module	15 days
3.	Develop teaching content for each class hour and determine methodology and materials to be used in each class. Prepare a justification report for the selection of the methodology to be used in the blended teaching modality and methodology.	Report on content; Teaching materials	30 days
<b>Task 2: Design and produce asynchronous classes for online ALP</b>			
4.	Produce asynchronous classes with a mix of visuals, graphics, audios and recordings to reach all children with different learning styles.	Recordings of asynchronous classes	45 days
5.	Participate in meetings and workshops with MoNE representatives, PEC managers and ALP teachers, make a presentation about the work done and finalize the Online ALP based on the feedback provided by MoNE and UNICEF.	Presentation; Meeting report	15 days
<b>Task 3: Produce guidelines for teachers together with communication strategy for parents and</b>			

caregivers and conduct training for ALP teachers			
7.	Develop a "Guidelines for Teachers" with concrete lesson plans, materials and suggestions on how to efficiently use synchronous classes; the Guidelines for Teachers will include a minimum of 40 sample interactive activities (Turkish, Maths, Science and Social Sciences) to be used by teachers, including counsellors, in online teaching and counselling.	Guidelines for Teachers	30 days
8.	Prepare a training module and train ALP teachers in online ALP modules and how to best utilize the blended teaching method of live and recorded (synchronous and asynchronous) classes.	Training Content; training report	45 days
9.	Prepare a communication strategy and materials (both in Turkish and in Arabic) for parents and caregivers, to help them support children's online learning.	Communication strategy and materials	15 days
<b>TOTAL WORKLOAD</b>			<b>205 days</b>

### Proposed Task Distribution

Task	1	2	3	4	5	6	7	8	Total Days
Expert1	X	x	X	X	X	X	X	X	
Expert2	X	X	X		X	X	X	X	
Expert3	X	X	X		X	X	X	X	
Expert4	X	X	X		X	X	X	X	
Expert5	X	X	X		X	X	X	X	
Expert6	X	X	X		X	X	X	X	
Expert7				X					

\* See the following titles and required qualifications for each expert.

Expert 1: Team Leader / Coordinator

Expert 2: Expert on Teaching Turkish (especially Teaching Turkish to Foreigners)

Expert 3: Expert on Mathematics Teaching

Expert 4: Expert on Science Teaching

Expert 5: Expert on Social Science Teaching

Expert 6: Counselling Expert

Expert 7: Video/Graphic Designers Expert

### IV. DUTY STATION

Home-based work.

### V. SUPERVISOR

Education Specialist, UNICEF Turkey Country Office

### VI. REMARKS AND RESERVATIONS

UNICEF reserves the right to terminate the contract and/or withhold all or a portion of payment if the rules and the regulations regarding confidentiality, ethics and procedures of UNICEF and the partners are not followed, the performance is unsatisfactory, or work/deliverables are incomplete, not delivered

or fail to meet the deadlines. Bidders must respect the confidentiality of the information handled during the assignment. Documents and information provided must be used only for the tasks related to these terms of reference. The deliverables will remain the copyright of UNICEF. Members of the team shall not use the data for their own research purposes, nor license the data to others, without the written consent of UNICEF.

Confidentiality, Intellectual property and other proprietary rights regarding this task are governed by Article-5, Annex-A General Terms and Conditions for Services of the RFP document. You may see below the excerpt for ease of reference:

**QUOTE:**

***5. Intellectual Property and Other Proprietary Rights; Data Protection; Confidentiality***

***Intellectual Property and Other Proprietary Rights***

5.1 Unless otherwise expressly provided for in the Contract:

- (a) Subject to paragraph (b) of this Article 5.1, UNICEF will be entitled to all intellectual property and other proprietary rights including but not limited to patents, copyrights and trademarks, with regard to products, processes, inventions, ideas, know-how, documents, data and other materials (“Contract Materials”) that (i) the Contractor develops for UNICEF under the Contract and which bear a direct relation to the Contract or (ii) are produced, prepared or collected in consequence of, or during the course of, the performance of the Contract. The term “Contract Materials” includes, but is not limited to, all maps, drawings, photographs, plans, reports, recommendations, estimates, documents developed or received by, and all other data compiled by or received by, the Contractor under the Contract. The Contractor acknowledges and agrees that Contract Materials constitute works made for hire for UNICEF. Contract Materials will be treated as UNICEF’s Confidential Information and will be delivered only to authorized UNICEF officials on expiry or termination of the Contract.
- a.
- (b) UNICEF will not be entitled to, and will not claim any ownership interest in, any intellectual property or other proprietary rights of the Contractor that pre-existed the performance by the Contractor of its obligations under the Contract, or that the Contractor may develop or acquire, or may have developed or acquired, independently of the performance of its obligations under the Contract. The Contractor grants to UNICEF a perpetual, non-exclusive, royalty-free license to use such intellectual property or other proprietary rights solely for the purposes of and in accordance with the requirements of the Contract.
- (c) At UNICEF's request, the Contractor will take all necessary steps, execute all necessary documents and generally assist in securing such proprietary rights and transferring them (or, in the case, intellectual property referred to in paragraph (b) above, licensing) them to UNICEF in compliance with the requirements of the applicable law and of the Contract.

***Confidentiality***

- 5.2 Confidential Information that is considered proprietary by either Party or that is delivered or disclosed by one Party (“Discloser”) to the other Party (“Recipient”) during the course of performance of the Contract or in connection with the subject matter of the Contract will be held in confidence by the Recipient. The Recipient will use the same care and discretion to avoid disclosure of the Discloser’s Confidential Information

as the Recipient uses for its own Confidential Information and will use the Discloser's Confidential Information solely for the purpose for which it was disclosed to the Recipient. The Recipient will not disclose the Discloser's Confidential Information to any other party:

- (a) except to those of its Affiliates, employees, officials, representatives, agents and sub-contractors who have a need to know such Confidential Information for purposes of performing obligations under the Contract; or
- (b) unless the Confidential Information (i) is obtained by the Recipient from a third party without restriction; (ii) is disclosed by the Discloser to a third party without any obligation of confidentiality; (iii) is known by the Recipient prior to disclosure by the Discloser; or (iv) at any time is developed by the Recipient completely independently of any disclosures under the Contract.

5.3 If the Contractor receives a request for disclosure of UNICEF's Confidential Information pursuant to any judicial or law enforcement process, before any such disclosure is made, the Contractor (a) will give UNICEF sufficient notice of such request in order to allow UNICEF to have a reasonable opportunity to secure the intervention of the relevant national government to establish protective measures or take such other action as may be appropriate and (b) will so advise the relevant authority that requested disclosure. UNICEF may disclose the Contractor's Confidential Information to the extent required pursuant to resolutions or regulations of its governing bodies.

5.4 The Contractor may not communicate at any time to any other person, Government or authority external to UNICEF, any information known to it by reason of its association with UNICEF that has not been made public, except with the prior written authorization of UNICEF; nor will the Contractor at any time use such information to private advantage.

### ***UNQUOTE***

## **VII. DURATION, COST, PAYMENT AND APPLICATION PROCESS**

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**Duration:** The assignment will cover 205 person/days (**from February to July to 2021**) and payments will be made upon the delivery of outputs. In case of any unexpected delay(s) in the estimated time frame (approval process, force majeure, etc.), the duration of the assignment might be extended subject to the same conditions and mutual will of the parties.

**Estimated Cost of Consultancy:** All bidders/ applicants shall present a detailed financial proposal that elaborates on daily costs on the basis of the above-mentioned schedule and deliverables, including a total sum demanded. All costs, including travel, accommodation, administrative costs, etc. shall be covered by the contractor and should be included in the financial proposal as a separate heading and broken down into details of accommodation and travel costs.

**Payment:** UNICEF will issue a contract in TL. Payments will take place in TL upon submission of the deliverables, as indicated in the matrix included in the section Work Plan of the Evaluation.

Bidders are required to specify their daily rates and the total amount as per the number of anticipated working days for each deliverable in the financial proposal, and to provide the breakdown of the lump sum amount as well as incidentals of each deliverable in TL. It is up to bidders to determine how the number of person/working days is distributed within the team.



**Application process:** All bidders are expected to submit to UNICEF the following documents:

1. Financial proposal as per the attached template
2. CVs/P11 forms of all team members
3. List of programmes conducted/led by the team leader and the education experts
4. Technical proposal. The minimum content for the technical proposal is:
  - Main objectives
  - Methodology, explaining how the process will be conducted
  - Tentative schedule
  - Risks and mitigating measures (with risks related to ethical issues clearly spelled out)

**Technical and financial proposals should be submitted, in separate files as per the requirements stated in the RFP document.** After the technical evaluation, the financial proposals of qualified companies/ individuals will be opened and evaluated. The technical evaluation will be completed based on the below criteria. UNICEF may hold a pre-bid meeting. Interested bidders are advised to check the UNICEF website regularly for updates on the tender process.

**Award criteria:** Cumulative Analysis.

The evaluation and award criteria that will be used for this RFP is Cumulative Analysis evaluation (point system with weight attribution). The weighting ratio between the technical and financial proposals will be 70:30. The respective importance between technical and financial scores will be weighted as 70% and 30%.

### **Technical Evaluation Criteria**

Item	Technical Evaluation Criteria	Max. Points Obtainable
<b>1.</b>	<b>Expertise of the organization/team of consultants</b>	<b>10</b>
<b>1.1.</b>	<b>Credential of the organization in terms of reliability, experience and capacity</b>	<b>10</b>
<b>1.1.1</b>	Profile of the institution/team of individuals in relation to staffing and personnel management/ supervisory & effective system in place including adequate logistical capacity to monitor enumerators in the field.	<b>5</b>
<b>1.1.2</b>	A brief introduction and overview of the assignment showing knowledge and understanding of the programme.	<b>5</b>
<b>2.</b>	<b>Adequacy of the proposed work plan &amp; approach</b>	<b>35</b>
<b>2.1.</b>	<b>Approach</b>	<b>25</b>
<b>2.1.1.</b>	Scope of proposed methodology including working tools /models/ techniques/ approaches/ principles	<b>10</b>
<b>2.1.2.</b>	Proposed quality control mechanism for oversight and supervision.	<b>10</b>
<b>2.1.3.</b>	Risk management & flexibility of proposal in context of possible needs to make changes regarding time, duration, location and kind of activities.	<b>5</b>
<b>2.2.</b>	<b>Planning &amp; Schedule:</b>	<b>10</b>
<b>2.2.1.</b>	Service Efficiency/ appropriateness of the implementation team: Proposed adequate and right staff combination in relation to the respective expected outputs of the assignment.	<b>5</b>
<b>2.2.2.</b>	Quality of proposed supervision and implementation plan with timetable and key possible indicators (i.e. how the agency will undertake each task listed in the TOR for timely completion of the assignment with quality output and client satisfaction).	<b>5</b>
<b>3.</b>	<b>Expertise of the organization</b>	<b>25</b>

3.1.	Evidence/experience working in Turkey on areas related to the scope of the programme.	10
3.2.	Demonstrable experience in curriculum and material development, preferably developing innovative curricula and materials.	10
3.3.	Demonstrable experience and competency in working with large stakeholder group (UN, government departments, etc.) in relation to similar scope and complexity of this assignment.	5
<b>TOTAL TECHNICAL SCORES</b>		<b>70</b>

*“An offer is considered technically acceptable (and therefore eligible for opening of financial offers), when it obtains 70 Points out of 100 during the course of the technical evaluation. The final selection of the contractor will be based on a combination of the technical and financial proposals with a weighting of 70% for the technical proposal and 30% for the financial proposal. In the case of cumulative analysis, the proposals scoring below 70% of the available technical points will be considered non-compliant and will be rejected and not further considered (e.g. in the case of 70:30, the passing score is 49 points out of 70).”*

## VIII. PROFESSIONAL QUALIFICATIONS

A set of particular knowledge, skills, and expertise is needed to complete the assignment. The number of professionals and the desired qualifications needed from the experts/researchers to complete this assignment are as follows:

### 1. Team Leader/Coordinator

- Advanced university degree in education and/or related fields. Having an advanced degree in the field(s) of curriculum development and/or teaching methods and techniques is considered an asset.
- At least 5 years of expertise in curriculum and material development, preferably developing online curricula and materials.
- At least 5 years relevant experience in education, education of refugees in Turkey, school practices, integration of technology in education, interdisciplinary teaching and learning, preparing training contents and teacher capacity building and experience in conducting interviews with education professionals.
- A full understanding of the Turkish National Education system and its regulations.
- Ability to produce high-quality outputs in Turkish and in English.

### 2. Expert in Teaching Turkish (especially Teaching Turkish to Foreigners)

- University degree in Turkish Education possessing a Master's or a higher degree in the field(s) of curriculum development and/or teaching methods and techniques is an asset.
- At least 3 years of experience in curriculum and material development preferably developing online curricula and materials, integration of technology, interdisciplinary teaching, preparing training content and conducting teacher trainings, learning in upper secondary education and teaching Turkish as a second language is considered an asset.
- At least 2 years of experience using digital teaching tools is considered an asset.
- At least 2 years relevant experience in teacher capacity building is considered an asset.

### 3. Expert in Mathematics Teaching

- University degree in Mathematics or Mathematics Education. Possessing a Master's or a higher degree in the field(s) of curriculum development and/or teaching methods and techniques is an asset.
- At least 3 years of experience in curriculum and material development preferably developing online curricula and materials, integration of technology, interdisciplinary



teaching and learning in upper secondary education and teaching to refugees is considered an asset.

- At least 2 years relevant experience in teacher capacity building is considered an asset.

#### **4. Expert in Science Teaching**

- University degree in Science Education. Possessing a Master's or a higher degree in the field(s) of curriculum development and/or teaching methods and techniques is an asset.
- At least 3 years of experience in curriculum and material development preferably developing online curricula and materials, integration of technology, interdisciplinary teaching, learning in upper secondary education and teaching to refugees is considered an asset.

#### **5. Expert in Teaching Social Sciences**

- University degree in Social Sciences Education. Possessing a Master's or a higher degree in the field(s) of curriculum development and/or teaching methods and techniques is an asset.
- At least 3 years of experience in curriculum and material development preferably developing online curricula and materials, technology integration, interdisciplinary teaching, learning in upper secondary education and teaching to refugees is considered an asset.
- At least 2 years of teaching to refugees is considered an asset.

#### **6. Counselling Expert**

- University degree in Psychological Guidance and Counselling.
- At least 3 years of experience in material development in psychological guidance and counselling and possessing a Master's or a higher degree is considered an asset.
- At least 2 years of working with refugees is considered an asset

#### **7. Video/Graphics Designer Expert**

- University degree in computer engineering or related computer sciences fields.
- At least 5 years of experience in video and graphics design in education is considered an asset.

*\* A workload distribution schedule that outlines the roles and responsibilities of each team member as related to the tasks and outputs should be submitted with the technical proposal.*

*\*\* Person/day cost distribution table for each member, in line with the proposed workload distribution (Excel Page 2 and Page 3 should be submitted with the financial proposal).*