

Important Notes for RFP-TURA-2021-01/ LRPS#9164589

“Short-term National Institutional / Individual Consultancy on Development of an online version of the current Accelerated Learning Programme (ALP)”

Notes about the TOR

It was noted that 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.

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 instils 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.

It was mentioned that together with MoNE Lifelong Learning General Directorate, UNICEF’s aiming to create education opportunities for OOSC in Turkey. One of the developed programme is Accelerated Learning Programme, it is a bridge programme for children who never enrolled to formal education or dropped out. Through this programme, children 10 to 18 years old provided an accredited programme and then they can be referred to Turkish public schools or other options available.

It was mentioned that the purpose of this assignment is to provide technical support to the UNICEF Turkey Country Office in its strategic partnership with MoNE to develop an **online**

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

version of the current Accelerated Learning Programme, including preparation of online modules with a blend of synchronous (live) and asynchronous (recorded) education modalities.

It was noted that not all the subjects but the core subjects of the conventional ALP that support the learning outcomes of the children should be part of online ALP. A brand-new online ALP based on the conventional ALP is aimed to be developed.

Q&As

Q1– Do you want the online version of ALP with the transfer of existing contents or do you want to add new contents as well?

It is technically impossible to convert the current ALP programme into e-learning as it is, that is why we are expecting from the consultancy to produce an online teaching version of ALP programme.

Q2– Will you be sharing the content of the conventional ALP?

The conventional (face-to-face) ALP content will be shared with the selected bidder (folder name: Conv.ALP content).

Q3– Will you be sharing the learning outcomes beforehand?

The full content will be shared with the selected company.

Q4– 16 weeks intervention for A, B, C, D, what is the number of hours that the children is supposed to go through the modules?

16 weeks for each. For example, ALP A there is a timeframe for 16 weeks. The weekly programme can be shared with the bidders. A child is not supposed to complete all the A, B, C, D modules. After finalizing one of the modules, if child found eligible and meet the minimum requirements of formal education by the provincial equivalency committee there is no need to continue for the other modules, if the child is placed to formal education.

Number of instruction hours is available, and we can share with the selected team.

Q5– Will all available materials (including A, B, C, D) be in English apart from the language subject or it will all be Turkish?

They will be produced in Turkish. The available materials of the conventional (face-to-face) ALP content are in English and in Turkish (folder name: Conv.ALP content). We can provide the consultancy firm in English. However, we want the deliverables produced in Turkish.

Q6– How did you decide the number of hours in each of these tasks?

They are tentative, not fixed hours. We expect from the bidder to take them into consideration but if there is a different offer from selected team with the clear justification, they could be modified. Additionally, the EBA curriculum with a decreased hour of teaching should be borne in mind.

Q7– Is there an estimate number of users for the system?

Yes, it should be at least min 5000, maximum 20000. But the numbers are also tentative. It can vary depending on the needs of the field.

Q8– What is the scope of the support of MONE?

UNICEF works as an interface providing technical support to MoNE. MoNE and UNICEF have been working hand-in-hand on the conventional ALP, for the development of online ALP and the implementation.

Q9– For 40 sample interactive activities, how it is different from the regular teaching in Task 1? What kind of interactivity are you expecting?

MoNE has been offering recorded classes (EBA TV channels). The remote learning takes place through recorded and live classes. Similar approach will be followed. There will be recorded and live classes. We will be expecting from the consultancy to provide content and activities suitable for both aspects of the online engagement, so that the teachers could support students interactively.

Q10– Are these activities also will be recorded or just written activities?

It will depend on the justification and technical expertise of the team.

Q11- In Task 2, one of the deliverables is produce asynchronous classes, is there some fix learning hours?

There are no fix hours for online version of ALP.

Q12– Are we expected to develop any teaching content in Arabic or any other languages?

Yes, not only in Arabic, visual arts and physical exercise and others as well.

Q13– Are there any previous completed online ALP projects? If so, do you have a plan to expand this?

Not in the form of ALP. This will be for Turkey specific as it aims to contribute to the learning outcomes of non-Turkish children.

Q14– Is it possible to apply as a consortium to this tender?

There is no prevention if your company would like to pair with another company as a consortium. If you would like to apply as a consortium, we request from you to read Annex A in the tender document. There should be a clear agreement between the companies showing the clear definition and division of roles and responsibilities (which institution is the leading and which institution is the sister, etc). Leading and sister institutions should sign an agreement in between. Roles and responsibilities should be clearly defined in the agreement. All the requested official documents should be submitted for both companies. UNICEF issues the contract to the Leading company/institution and makes the payment to the parent company. If a disagreement occurs between the leading and the sister company, the leading company will be responsible for fulfilling of the tasks and the deliverables stated in the ToR as the signatory authority of the contract.

Q15– Can non-Turkish companies apply to this tender?

Only companies established and operating in Turkey can apply to this tender.

Q16– Where can we find the links for the modules? Is it possible to share?

If it serves the purpose, yes, it is possible. If it will be shared, it will be shared with all possible offerors and UNGM as well.

Q17 – How do the individuals apply to this tender?

As stated in the ToR, the individual experts can form a group as per the requirements of the ToR and submit their proposals as a group. Kindly note that submissions from individual/single experts (not in the form of group of individual experts) covering the responsibilities in the ToR partially will not be accepted since this kind of submissions will not serve the purpose of this ToR.