

Annex-I TERMS OF REFERENCE FOR INSTITUTIONAL CONTRACT



1. Title of the assignment:

Assessment of Life Skills Education Blended Learning

2. Background and Justification:

Life Skills Education (LSE) programme

UNICEF Indonesia promotes LSE in Indonesia, as a way to equip adolescents with knowledge and skills to manage risks and make informed decisions about their lives. This is done through in-school and out-of-school platforms. The LSE programme supports adolescents to develop skills (such as problem-solving, communication and self-awareness), and to acquire comprehensive knowledge and information on important topics (such as gender, nutrition, online safety, HIV&AIDS, hygiene and bullying). The list of thematic areas can be found below:

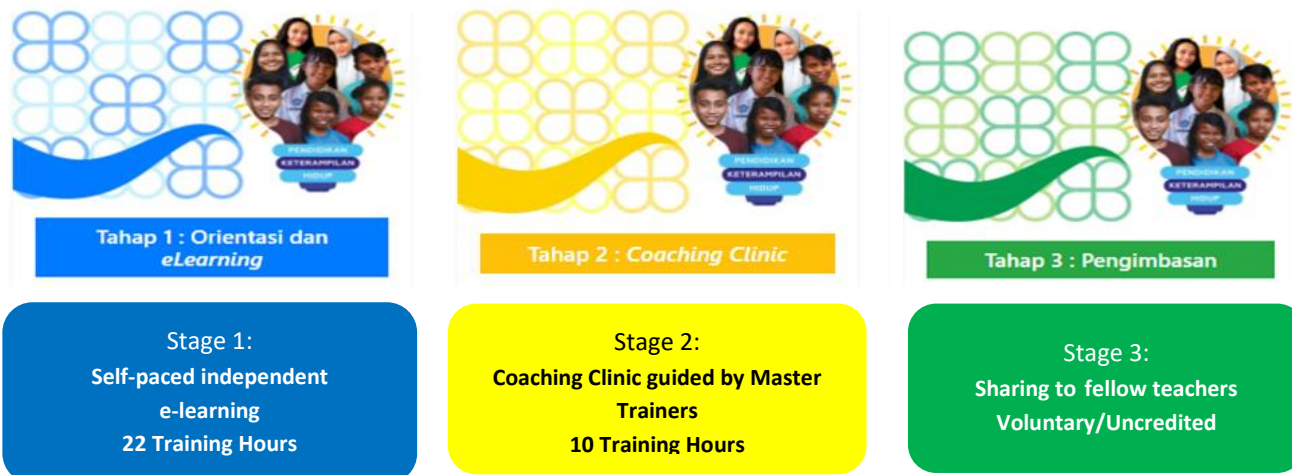
| | | | | | |
|----------------------------------|----------------------------|---------------------|--------------------|-------------------------------------------------------------------------------------------|------------------------|
| My identity | Expressing emotions | Positive body image | Surviving puberty | Personal hygiene | Exercise and nutrition |
| Smoking, alcohol and other drugs | Internet and social media | Making friends | Love | Reproductive health | Sexual health |
| Human rights | Caring for the environment | Gender equality | Peace and Conflict | Taking action: identifying issues, analyzing issues, setting goals and planning a project | |

Since 2018, the LSE curriculum has been adapted as part of the official curriculum in junior high schools in West Papua province. This curriculum has also been integrated as a mandatory course in a pre-service teacher training institute in the same province, to equip future teachers with life skills methodologies and curricula, which contributed to the sustainable capacity development of teachers. LSE programme has been included into the Education Data Information System (DAPODIK) of the Ministry of Education and Culture (MoEC) for reporting and calculating teacher salary/credit points. Another province, South Sulawesi, has been integrating the programme in the counselling teachers' sessions in junior secondary schools.

In December 2020, the LSE e-learning module was officially launched as part of the MoEC's '*Guru Belajar dan Berbagi (GBB)*' online learning platform. This is done in support of the Government of Indonesia's agenda for character building education through the *Profil Pelajar Pancasila* framework. The e-learning course has already attracted 14,000 applicants. The e-learning course uses a blended approach to learning and includes self-paced online learning and coaching sessions with trained mentors. As of 1st July 2021, 6,428 participants have completed the e-learning with passing grade, and 3,449 (66.80% female) have completed the full cycle of blended learning.

LSE Blended Learning in the *Guru Belajar and Berbagi* (GBB) platform

The LSE blended learning journey follows 3 (three) steps:



The self-paced independent e-learning is hosted under the Ministry of Education, Culture, Research and Technology's *Guru Belajar dan Berbagi* (GBB)'s learning platform (<https://ayogurubelajar.kemdikbud.go.id/seri-pondidikan-keterampilan-hidup/>).¹ Teachers who have signed up will be assigned a batch within a period of time to complete the e-learning, equal to 22 training hours. Teachers who passed the post-test with 70 or above mark will be assigned to the next stage of the blended learning, the Coaching Clinic.

In the Coaching Clinic stage, teachers will be assisted by Master Trainers in preparation of delivering LSE to their students, as well as to share their knowledge on LSE to other teachers (known as Stage 3: *Pengimbasan*). 140 Master Trainers were recruited and trained to support the Coaching Clinic, currently done online (through Zoom, Google Meet, WhatsApp, and other platforms) due to the COVID-19 pandemic's situation. Coaching Clinic is equal to 10 training hours and is done through, on average, 5 (five) meetings/sessions. In these meetings, participants can ask questions, practice activities in the modules, be trained in developing lesson plans on LSE, identify barriers, opportunities, and solutions, and plan for the next stage, *the Pengimbasan*. Teachers who have completed the Coaching Clinic stage will receive auto-generated certificate, equal to 32 training hours, in the GBB system.

In the last stage, sharing to other teachers (*Pengimbasan*), teachers will share what they have learned to other teachers, usually in the same school, or in their teacher clusters (known as teachers working groups or *Musyawarah Guru Mata Pelajaran* (MGMP), and sometimes to school principals and/or school supervisors and students' parents). By doing so, teachers will expand the exposure of LSE to other supporting actors (*sosialisasi*), while at the same time, 'testing' his/her own knowledge and skills on LSE. This stage is currently voluntary in nature (uncredited). Because of the pandemic, this stage is also often done online, through Whatsapp groups, YouTube videos or social media postings.

The Assessment of LSE Blended Learning

An assessment of the effectiveness of the LSE Blended Learning is planned to cover the first 6 (six) months of the roll-out of this blended learning course for teachers. This assessment is needed to measure the effectiveness of methods and investments in the current modality. Some of key questions include:

¹ GBB is currently hosting 7 (seven) e-learning series, teachers who registered to the platform will have unique SIMPKB e-mail account that would allow them to access the series. As per June 2021, over 300,000 teachers have registered in this platform.

- How effective is the current self-paced independent e-learning module? Which topic(s) are considered the most challenging to learn and challenging to implement? Are the activities relevant to the teachers' contexts? Do teachers require high level digital skills to complete it? Do more time and resources needed?
- How effective is the coaching clinic? Is completing independent e-module + coaching clinic sufficient to support teachers in implementing LSE in classroom/distance learning sessions? What are some of the challenges of implementation and what are some of the prospects going forward with the uncertainties of the COVID-19 pandemic? What would teachers do differently in the coaching clinics? How can coaches better prepare teachers to deliver in the classroom?
- How effective is the set of materials and references provided to the teachers during e-learning & Coaching Clinic?
- How effective is the socialization/*pengimbasan*? What are some of the things that need to be better-structured? What specific supports would have been needed for this stage?
- What is the level of satisfaction among beneficiaries (teachers and students) of the overall LSE Blended Learning? What aspect needs to be changed/replaced? What needs to be improved/added?
- What are some of the key challenges in implementation (policies, digital system/infrastructure, human resources, etc) that would need to be addressed/prioritized in order to ensure improvement and sustainability?
- What are some corrective measures that can be made to improve quality and roll-out?
- From the perspective of students: how has LSE been delivered? Did they see a change in their teachers' methods? If so, how?
- Recommendation: Where does LSE best fit in school curriculum and why?

An independent and professional institution partner is needed to conduct this assessment.

3. Purpose of the assignment:

The purpose of this assignment is to:

- (1) Conduct assessment on the effectiveness of the current modality of blended learning for LSE.
- (2) Document evidence of progress 6 (six) months into its implementation.

4. Scope of Work:

- Review the LSE curriculum (online module and PDF modules), LSE blended learning documentations, results of Randomized Control Trial (RCT) for Module 1 Meeting 5 done by Center for Appearance Research (CAR) UWE Bristol, the digital infrastructure of GBB in support of the learning, and relevant literatures including UNICEF-supported research on skills for adolescents and the Government of Indonesia's *Profil Pelajar Pancasila* framework.
- Conduct series of user-centered reviews with:
 - Teachers who have signed up for the e-learning module but did not complete it.
 - Teachers who have completed the e-learning module but did not proceed to the coaching clinic stage.
 - Teachers who have completed the e-learning module and the coaching clinic stage but did not (or have not been able to) teach LSE to their students (plus their school principals & 1 – 2 fellow teachers from the same school)

- Teachers who have completed the e-learning module and the coaching clinic and have taught LSE to their students (plus their school principals & 1 – 2 fellow teachers from the same school)
- MGMP/MGBK or group of teachers who have received *pengimbasan*
- Students who have benefitted for at least 2 (two) sessions of LSE.

- Collect and review online evidence (YouTube videos, etc) of teachers sharing their knowledge and skills of LSE to other teachers
- Collect and review online evidence (YouTube videos, etc) of teachers' testimonies on their LSE learning experience
- Collect and review online evidence (videos, zoom recording, etc) of teachers delivering LSE online
- Document at least 1 (one) face to face learning on LSE in each of these 3 (three) sub-national intervention areas: West Papua, Central Java, and South Sulawesi
- Develop and run a series of questions with Likert scale to measure the level of satisfaction towards each of the modules in LSE
- All deliverables will require a minimum of 2 rounds of feedback from UNICEF before completion.

5. Methodology:

The institutional partner will be expected to use user-centred methodology to ensure in-depth feedback is captured from adolescents and adults during the assignment.

6. Timing/duration of contract:

The duration is expected to be for 5 months, from August-December 2021

7. Deliverable and payment schedule

| Task | Deliverable | Deadline | Percentage Payment |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------|--------------------|
| Desk review of LSE curriculum, LSE blended learning documentations, and relevant literatures including UNICEF-supported research on skills for adolescents and the Government of Indonesia's Profil Pelajar Pancasila framework | Literature/desk review presentation | 3 weeks | 15% |
| Draft inception report for the assignment including proposed methodology, timeline and outreach strategy. | Inception Report + timeline | 2 weeks | 15% |
| Series of user-centered reviews, desk review of online materials, and field documentations | First draft report (in English) | 8 weeks | 35% |
| Round of reviews and feedbacks from UNICEF and partners | Final draft of report (in English and Bahasa Indonesia) with 2 (two) presentation/summary reports in English and Bahasa Indonesia | 7 weeks | 35% |

• Qualifications Required:

Qualifications for the Institution:

- An organisation with more than 5 years' experience in review, documentation, and assessment of development initiatives;
- An organisation with experience in conducting cutting-edge research and programming on education and/or teacher capacity development is essential;
- Excellent written research and evaluation capacity;
- Familiar with and experienced in the adolescent centered design of programmes for organisations (the UN or other);
- Experience working with the Government of Indonesia, especially with the Ministry of Education and Culture.
- Experience working in diverse regions of Indonesia, with children and local authorities is an asset.

More specifically:

- The Team Leader and key members of the team of researchers have at least **5 years' extensive** experience in qualitative research methods, monitoring, and evaluation, implementation of monitoring systems in developing countries including a Master's or Ph.D. in a related area;
- Data Analysts and Data Collection Team should have 3 years' relevant experience and a bachelor's or equivalent degree;
- Sound knowledge of **research design**: design and plan the approaches and research methodologies, including quantitative and qualitative methods – the team should include skills and expertise required to design, plan and conduct the assignment, potentially using innovative, experimental, or quasi-experimental techniques, such as human-centered design and workshop creation;
- **Specific subject matter knowledge and expertise**: international/regional experts with knowledge and experience required especially in terms of skills (in the broader sense, as per the framework provided in the ToR), education across the life-cycle (children and adolescents), technology for development, digital platforms for low-bandwidth settings, connectivity expansion, gender, and other adolescent-related education issues to ensure that the design and research methods are as relevant and meaningful as possible given the aims and objectives of the project and the context in which it is being delivered.
- **Communication skills**: high level of Bahasa Indonesia and English, including excellent writing and presentation skills; Portfolio-proven experience in creating infographics and visualizing complex information; and

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8. Evaluation Criteria:

| CATEGORY | MAX POINT | MIN PASSING POINT |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------|
| 1. ORGANIZATIONAL CAPACITY | 20 | |
| 1.1 Detail of relevant experience and list of clients in the last three to five years, including contact details (name, email address, and phone numbers that can be used as reference) | | |
| 1.2 Financial Statement and Balance Sheet (audited preferably) for the last 3 years. | | |
| 2. QUALITY OF THE TECHNICAL PROPOSAL | 50 | |

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| <p>2.1 Proposed methodology and approach with reference to objectives in TOR</p> <p>2.2 Implementation timeline: identify key tasks and timeline, focal person for each activity/deliverable should be identified.</p> <p>2.3 Anticipated project risks and mitigation measures as well as quality assurance</p> | | |
| <p>3. KEY PERSONNEL</p> <p>3.1 Names and full CVs of the institution personnel that will be directly involved in the consultancy, including (but not limited to) the designated Team Leader/ Project Manager.</p> <p>3.2 Adequate and appropriate staff combination in relation to the respective tasks and deliverables (see TOR); and relevant prior experiences of similar scope and complexity.</p> <p>3.3 Team Leader and key team members have at least 5 years' experience in assessment of education programme/projects. Advanced degrees in related areas are an asset.</p> <p>3.4 Sound knowledge of e-learning programme development is added point– the team should include skills and expertise relevant to this.</p> | 10 | |
| <p>TOTAL TECHNICAL PROPOSAL</p> <p>*The bidder has to meet this minimum passing point for the Technical Evaluation in order to be considered further for the Financial Evaluation</p> | 80 | 59 |
| <p>PRICE/FINANCIAL PROPOSAL</p> <p>Financial proposals should be all-inclusive, including costs for fees, travel, sub-contracts and other necessary expenses.</p> | 20 | |
| <p>TOTAL MARKS</p> | 100 | |
| <p>9. Supervision:</p> <p>Anissa Elok Budiyan, Education Officer</p> | | |
| <p>10. Supply Plan Ref. No:</p> <p>4.4.1.5. Support for digital iteration/co-creation, digital campaign, increased accessibilities, and documentation of 21st Century Skills teacher training</p> | | |