

TERMS OF REFERENCE

Online teacher training platform

Section	Content
Background	The E-Rahenan project has been an integral project of the Ministry of Education, which was developed and implemented by Bradost School, and funded by UNICEF. This project has come about against the backdrop of a lack of access to continuous learning and skill development opportunities for teachers and supervisors in KRI. This was largely due to continuous social, economic, and political unrest, the war against IS, and limited resources including human, financial, and infrastructure - both online and in-person infrastructure - limiting the MoE's capacity to provide long-term effective training to all public-school teachers. The serious shortcomings of KRI's teacher professional development policy and practices were also exposed by specific research conducted by Rand local organization in 2016. In light of this, the MoE started a pilot initiative aiming at enhancing its teachers' and supervisors' professional learning and skill development infrastructure in order to ensure a wider reach, a broader educational offer as well as more accessible ways that would ensure continuous and tailored learning for teachers and supervisors throughout their careers. Inclusivity was also identified as a key element to ensure, in order to guarantee the accessibility and inclusion of all teachers and supervisors, from any background. The core of this initiative was the design and development of an online platform (E-Rahenan, http://e-rahenan.krd/), E-the Rahenan App, and its contents (21 courses). The final aim of this endeavour was the improvement of the teaching quality in KRI and consequently, better learning standards for students from K1 to 12 in the region. Given the crucial role of students' families' involvement in their children's education, it was also decided to pair E-Rahenan with a second platform (E-Xezan https://e-rahenan.krd/e-xezan/) offering specific support and resources for parents on how to accompany their children in their educational journey. The development and design of the platforms were led by Bradost Educational Network School, a local educational enterprise, which was identified by UNICEF and the MoE, and took place between April 2021 and June 2022. The platforms' structure, functions, and contents were prototyped and tested through participatory design methodologies that included a KRI-wide survey for teachers and supervisors. This collective effort mobilized thousands of teachers, supervisors, and families, providing extensive and nuanced evidence and recommendations that allowed the Bradost team to tailor the platforms to its future users' needs. The testing phase also included the testing of the 21 online courses developed by a group of volunteer teachers (115), supervisors (18) and parents (30). Their feedback allowed UNICEF and MoE to validate the final version of the platforms and pointed to the possibility and the advisability of expanding access to the platforms to the whole region. For this reason, the MoE, UNICEF, and Bradost developed a strategy to ensure a pathway forward to guarantee the overall health and sustainability of the E-Rahenan and E-xezan platforms and their content. Therefore, on 26 September 2022, a document named "Management and sustainability of E-Rahenan platform" was signed between all three parties with the clear aim of ensuring: ● The long-term technical or otherwise maintenance and management of both platforms. ● The expansion of both platforms' content.

	● The provision of comprehensive training to coaches and mentors to support teacher's training both online and in-presence. ● The provision of all the platforms and Apps' content in Badini, and the provision of some of the content of E-Rahenan and the App in Arabic and English. ● A trouble-free start to teachers' training with the help of coaches, and mentors. ● Training of all the MoE's employees based on the MoE's request, if needed. ● Promotion of the E-xezan to guarantee all parents' quality learning on how to support their children and teachers. ● Continuous evaluation and research to ensure the success of both platforms' learning processes and systems. These ToRs are meant to provide key elements for the successful implementation of the sustainability objectives of the platforms.
Objectives, Purpose & Expected results	Purpose and scope of the assignment Within the timeframe of this assignment (24 months), the contracting entity will be responsible for ensuring the sustainable development and expansion of the E-Rahenan platform and the App, and E-Xezan platform, training teachers, supervisors, families, and other educators, providing all the content in Badini, and limited content in Arabic and English. In addition, clear strategies both in relation to the long-term sustainability of the infrastructure and continuous professional as well as skill development learning need to be developed. Objectives and Expected Results E.R. 1: Continuous and cost-effective technical maintenance, management, and online infrastructure services are provided. ob. a: overall responsibility for the management, functionality, and maintenance of both the E-rahenan platform and the App, and the E-xezan platform is ensured in an orderly manner. ob. b: A self-service/help function is built into the platforms and the App. ob. c: A helpdesk is created and established to assist users in solving any issue arising from the platforms and Apps' use. ob. d: An App for E-xezan to make it more accessible to families is developed. ob. e: Online infrastructure for Badini is developed. ob. Online infrastructure in the E-Rahenan platform and App for Arabic and English is developed. ob. g: Based on MoE's request and users' feedback, ensure the continuous enhancement of both platforms and the Apps in a timely and orderly manner. ob. h: Periodic security reports are performed to ensure any security threat is timely addressed and resolved. E.R. 2: Content of both platforms and the App is expanded. ob. a: The existing content of both platforms and Apps are continuously evaluated and revised accordingly based on trainees' and families' learning needs and feedback as well as MoE's advice. ob. b: new content, including at least 15 interactive courses (at least one course in Arabic and one in English), is developed in accordance with teachers, supervisors, and families' learning needs and approval of MoE. Those adding should be both for the online platform and the App.

	ob. c: New topics (at least 10) in line with families' learning needs are identified and added to the family toolkit. ob. d: In coordination with UNICEF and MoE, new materials or other learning resources relevant to teachers, supervisors, and families' learning to strengthen courses and create new ones are developed or translated (at least 10 new books and 70 journal articles). ob. e: A network to involve universities, educational organizations, and entities in line with the MoE policies and procedures to develop relevant content is built and enabled. E.R. 3: Continuous training to ensure all teachers, supervisors, families and other educators or people concerned with educational processes and systems is provided. ob. a: At least 600 coaches/mentors from public schools and 10 from refugee camps are trained and enabled to support teachers' professional learning and skill development journey. ob. b: At least 4 schools' teachers per coach/mentor have started taking a minimum of 6 courses in the duration of the assignment. ob. c: Provision of training to other relevant people working at the MoE and other educational directories on their request is ensured. ob. d: Continuous support to mentors during teachers' training is provided. Includes but is not limited to on-the-job continuous capacity development support to mentors. ob. e: A network to involve universities, educational organizations, and entities in line with the MoE policies and procedures is built and enabled to expand the existing training offer of both platforms. E.R. 4: A content provision in other languages and dialects based on the request of the MoE to ensure inclusive access is ensured. ob. a: All the existing and new content within E-Rahenan and E-Xezan platforms and the existing App, and the proposed App are translated into Badini. ob. b: On MoE's request, the translation of contents in other dialects should be ensured (with specific budget additions if necessary) E.R. 5: A strategy and an understanding of continuous professional learning and development of teachers, supervisors, families, and other educators are developed. ob. a: A participatory process to design a national framework for teachers' continuous professional learning and development is designed and facilitated. ob. b: A sustainability strategy is identified to ensure long-term continuation in all aspects including finances is developed. E.R. 6: Continuous consultation and evaluation is integrated into all aspects of the assignment to ensure that the internal and external viability and effectiveness of the activities are assessed. ob. a: Every new content is tested and evaluated before making it available. ob. b: All learning processes including training are assessed.
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Description of the assignment	The contracting partner must ensure that all expected results and objectives are achieved in a timely and orderly manner. The assignment is expected to be articulated in the following phases: <u>First: Preliminary Phase (1 month - Month 1)</u> In the first phase, a detailed picture of the two-year path forward to a fully realized sustainability plan must be finalized that should include: 1. A detailed project methodology. 2. A timeline and work plan that is realistic and achievable. 3. A description of the team assigned. These documents will need to be validated by both the MoE and UNICEF. The project methodology should provide a detailed description of the specific activities foreseen to achieve the objectives and expected results stated above. Also, the project methodology should consider the lessons learnt and evaluation of the previous phase of the development of the E-Rahenan and E-Xezan platforms. A key feature of the project methodology should be continuous consultation, testing and evaluation of all new content and learning processes. <u>Second: Implementation Phase (22 months - from Month 1 to Month 23)</u> During this phase, the project's activities will be implemented, focusing on 3 areas of work which will be carried out simultaneously: a. Consolidation In this area of work, activities will be focused on ensuring the consolidation of the E-Rahenan and E-Xezan platforms through: • provision of maintenance and management of the online infrastructure including the self-service function, help desk, and security reviews. In addition, the assigned team by the contracting entity must respond to all the MoE, and UNICEF's requests to make any necessary technical changes in the platforms and Apps to ensure a safe, interactive, and fruitful learning time for the users. • on the request of the MoE and in consultation with the MoE team, evaluation, and revision of the existing content must be done including all content in all the dialects/languages (texts, videos, podcasts, etc.) of the courses, and the family toolkit. • assigning a team of mentors/coaches to support the learning taking place in both platforms and Apps by users specifically teachers and mentors/coaches. b. Expansion and Development This area of work should aim at the expansion and further development of the E-Rahenan and E-Xezan platforms, in particular through the following activities: • the expansion of the contents of the platforms and the Apps, including at least 15 new courses (at least one in Arabic and one in English) created, 10 new topics added to the family toolkit, and 10 books and 70 new journal articles translated. • the development of a brand-new App to ensure inclusive access to all family toolkit content by all families. • the preparation of an online infrastructure for Badini. • the preparation of an online infrastructure for Arabic and English. • the establishment of a network to involve universities, educational organizations, and entities to develop relevant content. • identification of learning needs within the MoE, and their respective directories of education to develop new training courses/workshops. • provision of all the content of the platforms and the Apps in Badini. c. Outreach and Engagement This area of work will be focused on ensuring the engagement and participation of new teachers, supervisors, families, and schools in the E-Rahenan and E-Xezan learning journey, in particular, through the following activities:
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	● provision of training to new teachers, supervisors, families and other educators or people concerned with educational processes and systems (including those from the refugee camps). ● provision of training to mentors/coaches (including mentors from refugee camps) to support supervisors. ● provision of training to other relevant people working at the MoE and other educational directories on their request. ● provision of continuous support to mentors (including mentors from refugee camps) during teachers' training. Third: Finalization (Month 17 - Month 24) This phase is aiming at providing key information and evidence on the effectiveness and viability of the implemented activities, in particular through: ● the development of a strategy and a shared understanding of continuous professional learning and development of teachers, supervisors, families, and other educators. ● the design and facilitation of a participatory process to design a national framework for teachers' continuous professional learning and development. ● the identification of a handover strategy to ensure long-term continuation in all aspects including finances.
Deliverables	Throughout the assignment, the contracting entity should ensure the following deliverables: ● A detailed project methodology. ● A timeline and work plan that is realistic and achievable. ● Periodic maintenance, management, and security reports. ● Revision of E-Rahenan, E-Xezan and Apps' existing contents finalized and approved by the MoE. ● E-xezan App. ● Online Infrastructure in Badini. ● Online infrastructure in Arabic and English (only E-Rahenan). ● Training program of the mentors. ● Training program of the teachers supported by the mentors. ● 15 new courses developed (at least one in English and one in Arabic). ● 10 new topics developed for E-Xezan platforms. ● 10 new books translated and added to the E-Rahenan platform. ● 70 new journal articles translated and added to the E-Rahenan and E-Xezan platforms. ● Translation of both platforms' content into Badini. ● 600 mentored training completed. ● At 4 schools' the teacher taking 6 courses - supported by mentors. ● Framework for teachers' continuous professional learning and development. ● Handover Strategy.
Reporting requirements	Reports: ● Inception Report: This report includes project methodology, timeline and work plan, and a detailed description of the team assigned.

	- Progress Reports: Reports describing the progress made; these reports should be submitted together with the payment request related to the second (Phase 2) and third payment (Phase 3) - Technical Reports: This report is provided quarterly or with each payment which provides a detailed account of maintenance and management of the platforms and apps, including security reviews. It should also discuss how problems have been addressed not just security but also users’ problems. - Training materials: any training materials including training programs need to be provided. - Workshop/training evaluation reports that inform both UNICEF and the MoE on the evaluation of learning and testing of content or infrastructure. - Final Report: a comprehensive final report providing an overview of the implementation of the overall assignment, including challenges and lessons learnt.																																							
Location and Duration	Matrix of deliverables, approach, timeframe, and budget																																							
	Start date: to be determined. End date: to be determined.																																							
	<table><tr><th>Activity</th><th>key deliverable/output</th><th>Q 1</th><th>Q 2</th><th>Q 3</th><th>Q 4</th><th>Q 5</th><th>Q 6</th><th>Q 7</th><th>Q 8</th></tr><tr><td rowspan="2">Preliminary Phase - Develop a project methodology, work plan, and a full description of the team assigned. - Validation. </td><td>Project Methodology</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>A timeline and work plan that is realistic and achievable.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Implementation: Consolidation - Active management and maintenance of the platforms and the Apps. - Online self-service function and help desk to assist the user in any issues faced while using them. - Security performances. </td><td>Periodic maintenance, management, and security reports; also outline the services provided to the users.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Activity	key deliverable/output	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Preliminary Phase - Develop a project methodology, work plan, and a full description of the team assigned. - Validation.	Project Methodology									A timeline and work plan that is realistic and achievable.									Implementation: Consolidation - Active management and maintenance of the platforms and the Apps. - Online self-service function and help desk to assist the user in any issues faced while using them. - Security performances.	Periodic maintenance, management, and security reports; also outline the services provided to the users.								
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	Educational Expertise	Depending on the content created several educational experts with expertise in different aspects of the educational and learning processes.									
	Course Design and Mentorship	At least 12-course designers/mentors, with specific skills in creating practical and engaging online courses and mentorship.									
	Video Making and editing	At least 2 video makers, 1 creative expert, and 1 video editor with specific experience in the development of video materials for educational entities.									
	Graphic Design	At least 1 experienced graphic designer to ensure the creation of interactive, suitable, and attractive materials.									
	IT expertise	At least 2 experienced IT experts to ensure the revision and development of tech courses, and support required by both platforms and app users.									
	Knowledge Production	At least 1 person who understands content production and editing for educational entities.									
	Translators	At least 10 translators who have an extensive background in translating educational resources (English/Arabic/Kurdish Sorani & Badini).									
	Online facilitation	At least 2 facilitators with experience in facilitating educational training.									
	User Services	At least 2 people with extensive experience in working with users of educational platforms.									
	Engagement and Communication	At least 2 people with extensive experience in users engagement and communication (online and offline).									
Evaluation process and methods	Lowest-priced technically compliant offer: The Bid will be evaluated based on technical and financial criteria (70:30). The financial proposals of offers whose technical proposals are deemed unqualified and non-responsive shall be excluded. The contract will be awarded to the bidder who submitted the technically compliant proposal with the lowest price. Technical Evaluation: The Bid shall be technically evaluated as below: - The passing score of the technical criteria is 49 out of 70. <table border="1"> <thead> <tr> <th>Criterion</th><th>Description</th><th>Score</th></tr> </thead> <tbody> <tr> <td>Relevance</td><td>The proposal is relevant to the assignment objectives and expected results; it presents a convincing methodology to achieve the assignment objectives. - The proposal covers all requirements of the ToR along with a clear logical framework. (15 scores) </td><td>15</td></tr> <tr> <td>Experience</td><td>The entity applying has extensive experience</td><td>20</td></tr> </tbody> </table>		Criterion	Description	Score	Relevance	The proposal is relevant to the assignment objectives and expected results; it presents a convincing methodology to achieve the assignment objectives. The proposal covers all requirements of the ToR along with a clear logical framework. (15 scores)	15	Experience	The entity applying has extensive experience	20
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		relevant to the project. This also includes knowledge of existing relevant actors. - The entity submits proofed certification on developing online training platforms for teachers. (12 scores) - Having experience in developing online learning platforms in Kurdish Sorani or Badini. (8 scores)	
	Methodology	The methodology proposed shows a clear pathway to engage with the MoE, teachers, supervisors, and families to ensure the success of the project. - The methodology is tailored to meet the needs of the teachers, principals, supervisors and parents. (10 scores) - The methodology is designed to built-in on the existing capacity of teachers, principals, supervisors and parents. (10 scores)	20
	Relationship	The entity should prove having successful working relations and learning projects with Ministry of Education (MoE) in KRI or in any neighboring countries of Iraq. List of at least learning projects that have been handed over to MoE in KRI or in any neighboring countries of Iraq. (5 scores for each project)	15
	Financial Evaluation: The financial proposal will be evaluated only once the technical evaluation passing score is 49 out of 70.		
	Cost-effectiveness (financial)	The proposal is proposing a realistic budget, clearly covering all the activities' expenses that lead to the planned deliverables.	30
Administrative issues	The applicant should ensure compliance with UNICEF administrative procedures. Once the final bidder is selected, UNICEF will share its relevant procedure to allow it to ensure compliance.		
Project management	The partner will work under the overall supervision of the Chief of Education, UNICEF Iraq Country Office, and the Ministry of Education in the Kurdistan Region of Iraq (MoE-KRI) UNICEF Education Program will support and facilitate contacts with the moE-KRI.		
Payment Schedule	Payment for the institution is expected to be processed in 9 instalments against the following deliverables. First instalment: – Upon submission of the final inception report approximately 15% of the fee; Second Instalment: Submission of the technical report, the functioning structure of the Badini online platform, and progress report - 15% of the fee;		

Third Instalment: functioning E-xezan App system, technical report, the training program of the mentors, and progress report - 15% of the fee;

Fourth Instalment: Submission of the technical report, finalization of the revision of all content, completion of the translation of all content into Badini, and progress report - 12.5% of the fee;

Fifth Instalment: A training program for teachers, technical report, completion of 10 new topics added to the family toolkit, evaluation report on mentors training, and progress report - 12.5% of the fee;

Sixth Instalment: Technical report, 15 new courses completed, an evaluation report on teachers' training, and progress report - 10% of the fee;

Seventh Instalment: 10 new books translation completed, technical report, evaluation report of teachers' training, and progress report - 7.5% of the fee;

Eighth Instalment: 70 new journal article's translation completed, evaluation of teachers' training report, technical report, and progress report - 7.5% of the fee;

Ninth Instalment: Handover Strategy, Framework, technical report, and final report - 5% of the fee;

Detailed timelines are as follows:

Payment Number	Deliverables	Timelines
1	Project Methodology	End of Q1
	Action Plan	
2	Periodic maintenance, management, and security reports; also outline the services provided to the users.	End of 5 th month
	Initial structure of E-xezan app.	
	Finalization of the online structure for Badini	
	Finalization of the online structure for Arabic and English (only E-Rahenan).	
3	Training Program of the Mentors	End of Q2
	Periodic maintenance, management, and security reports; also outline the services provided to the users.	

		Finalization of E-xezan App	
	4	Revision of E-Rahenan, E-Xezan and Apps' existing contents finalized and approved by the MoE.	End of Q3
		Periodic maintenance, management, and security reports; also outline the services provided to the users.	
		Translation of both platforms' content into Badini	
	5	Periodic maintenance, management, and security reports; also outline the services provided to the users.	End of Q4
		10 new topics developed for E-Xezan platforms	
		A training program for the teachers supported by the mentors.	
		600 mentored training completed.	
	6	Periodic maintenance, management, and security reports; also outline the services provided to the users.	End of Q5
		15 new courses developed (at least one in Arabic and one in English).	
		At 4 schools' teachers taking 2 courses - supported by mentors.	
	7	Periodic maintenance, management, and security reports; also outline the services provided to the users.	End of Q6
		10 new books were translated and added to the E-Rahenan platform	

		At 4 schools’ teachers taking 2 courses - supported by mentors.	
	8	Periodic maintenance, management, and security reports; also outline the services provided to the users.	End of Q7
		70 new journal articles translated and added to the E-Rahenan and E-Xezan platforms	
		At 4 schools’ teachers taking 2 courses - supported by mentors.	
	9	Periodic maintenance, management, and security reports; also outline the services provided to the users.	End of the project
		Framework for teachers’ continuous professional learning and development.	
		Handover Strategy	
Any other information			



Abdulgader Kakasur

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15 March 2023

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