

Re Advertisement

Terms of Reference (ToR)

for

Development of Training Curriculum & Conduction of Training for the Master Trainer on Specific Pedagogy (Teaching-Learning Process) Related to Children with Visual, Hearing and Speech Impairment (FDMN Context)

PD Ref : PD-UKHI-01240

1. Background

Bangladesh generously hosts close to one million FDMN/ Refugees from Myanmar, making it one of the largest protracted refugee situations in the world. Following the influx in 2017, the humanitarian community closely worked with the Government of Bangladesh (GOB) to respond to the humanitarian needs caused by the large-scale displacement.

In the FDMN Context, the Sectors involved in the Rohingya humanitarian response include (i) Education, (ii) Food Security, (iii) Health, (iv) Livelihoods & Skills Development, (v) Nutrition, (vi) Protection/Child Protection (CP)/Gender-Based Violence (GBV), (vii) Shelter-Camp Coordination and Camp Management (S-CCCM), and (viii) Water, Sanitation and Hygiene (WASH). These Sectors work together to ensure that all Rohingya refugees and the affected host communities have access to basic services in a predictable, efficient, and timely manner. Among all the sectors – education sector is playing most crucial roles to implement educational facilities for the children in the Rohingya camp context. Because education is the fundamental rights for all the school-aged children in the globe; according the article 26 in UNCPRD – ‘everyone has the right to education, education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory’.

Presently, Education Sector has 46 active partners to implement educational interventions for the children. A total 292,166 (144,213 female and 147,953 male) children enrolled in 5744 Learning Facilities with 8,883 teachers/ facilitators¹. The enrollment of children with disabilities in the learning facilities is strategically prioritized by the Education Sector. The target is 3% children with disabilities will have to be enrolled; yet to this date the achievement is 0.5% children with disabilities have been enrolled in the learning facilities. The below are the disability scenario in the camp context –

- PWG-REACH age & disability assessment report, 2021, stated that about 12% of the FDMN/ population in the camps suffer from varying degrees of disabilities;
- 2% of children ages 2 - 4 and 3% of children ages 5 - 17 are children with disabilities.
- Significantly lower proportions of children with disabilities than children without disabilities were found to have been enrolled in formal and informal learning centers

¹ 5Ws Report, March 2024

- Overall, 65% of children with disabilities aged 5 to 9 had reportedly attended temporary learning centers (TLCs) for at least 4 days a week.
- Overall, 59% of boys with disabilities aged 5 to 14 were reported as having been enrolled in TLCs, compared to 82% of girls with disabilities of the same age group.²

The above data showed that most of the children with disabilities in the camp context remain unenrolled for many reasons. The most raised and important reason is – that teachers in the camp context are not capable enough to address the learning needs of the ‘children with disabilities.

Recognizing the lack of inclusive teaching-learning techniques, HI Bangladesh is implementing two Inclusive Education projects in the Rohingya camps context (i) Education for Rohingya Refugee Children and Host Community Children in Bangladesh funded by ECW (Education Cannot Wait); and (ii) Access to Education for Children with Disabilities in Rohingya Refugee Camps and Host Communities funded by UNICEF. Under both projects (UNICEF and ECW), ‘the capacity building of the teachers on specific pedagogy focused on hearing, visual and speech impairments. From HI’s experience in Disability and Inclusive Education field – we found that teachers cannot communicate properly in the classroom with children with hearing, visual and speech impairments.

2. Rationale of the service

For implementing inclusive education in the camp context, the major challenge is the lack of technical and pedagogical readiness among the teachers. There are many more challenges and barriers having in the camp context which are very much related to the unenrollment situation of children with disabilities. There are two situations in the camp context – (I) Many Children with Disabilities left out (unenrolled) from Education Facilities, and (II) Children with Disabilities who are enrolled but not learning.

HI has been trying to address both, but through this ToR we will drive to get technical guidance for ensuring learning for the children with disabilities (hearing, visual and speech impairments). Not only teachers, most of the peoples are facing challenges to communicate with children with hearing, visual and speech disabilities. In the classroom situation – these children are remained untouched and unaddressed. These training curricula will support resource persons, master trainers, technical frontiers and teachers to gain skills in teaching children with hearing, visual and speech disabilities. The readiness of teachers and capacity enhancement of teachers is the key concern. HI intended to develop a training curriculum and train up a group/pool of master trainers who will transfer their knowledge and skills among the teachers of learning facilities.

3. Objective of the expected service

- The objective of this activity is to develop a 5-day training curriculum focusing on the specific pedagogy of children with visual, hearing & speech disabilities;
- Capacity of a group of master trainers/ resource persons who will cascade the training among the teachers on specific pedagogy related to children with visual, hearing & speech disabilities.

² REACH Report 2021

- Develop training materials including manuals and facilitate training to strengthen the capacity of master trainers or teacher’s resource-pool.
- Monitoring and follow-up at least 2 batches of training when it cascades down among the teachers (how to address the needs of children with hearing, visual and speech disabilities)

4. Duration and location:

- Duration: from **25th September 2024 to 30 December 2024** (Planned)
- Location/Place: Ukhiya and Teknaf under Cox’s Bazar District

5. Scope of work:

- Development of two (2) training curriculum
 1. (i) 2-day long training curriculum on specific teaching pedagogy for Children with Visual Impairments.
 2. (ii) 3-day long training curriculum on specific teaching pedagogy for Children with Hearing and Speech Impairments.
- Facilitate training with HI’s Technical Team and the master trainers/ resource teachers of the Education Sector.
- Assessment of practice and application of training

6. Desired Deliverables from the Consultant(s):

The consultant is expected to deliver the following outputs during the assignment:

Expected deliverables	# of Unit	Tentative dates
Before signing the contract:		
<ul style="list-style-type: none"> - Technical and financial proposal with a detailed CV of the consultant(s). - Team composition of consultants: Experts on (i) visual impairments; (ii) hearing impairments and (iii) speech impairments. - And, other administrative documents & supporting evidence to selection criteria 	1	15 th September 2024
<ul style="list-style-type: none"> - Discussion with HI’s Technical, Project and logistics personnel. - To have a detailed presentation about the works (methods and products) - Revision of the proposal (if required) based on practical needs. 	Need-based	Within 25 th September 2024
After signing the contract:		
Introductory meeting with HI’s technical teams and project personnel to understand the assignment more clearly.	Need-based	30 th September 2024
Visit 5 LCs and 2 host community government primary schools to Assess current practices and resources available to teachers in addressing visual, hearing, speech and language difficulties in inclusive classrooms.	5	7 th October 2024
Selection of training curriculum contents & submission of inception report	2	15 th October 2024

Submission of draft training curriculum - Submission of draft training curriculum on specific teaching pedagogy for Children with Visual impairments and severe low vision. - Submission of final training curriculum on specific teaching pedagogy for Children with Hearing and Speech Impairments after accommodating all inputs/feedback provided.	2	5 th November 2024
Final submission of training curriculum (2 sets as above mentioned) after addressing the feedback and comments.	2	20 th November 2024
Facilitate 5 days-long training with resource pool (master trainer) following the curriculum.	2 batches (total 5 days, 1 batch 3 days and 1 batch 2 days)	Within 10 th December 2024
Completion report on facilitation of 5 days long training with analysis of need assessment, training, analysis of pre-test and post-test training result, recommendations, images, and evidence	1	Within 31 st December 2024
Total		

[All the reports provided by the consultant to HI are to be written in English]

7. Roles and responsibilities

Party	Roles & Responsibilities
Steering Committee (Operation Manager/ Area Manager, Country Manager)	<ul style="list-style-type: none"> Review and validate the proposed training curriculum and methodology. Assist in the recruitment process of the consultants by forming a review committee. Review the proposal (Technical & Financial) & evaluate the proposal based on the evaluation criteria Taking interviews of the shortlisted firms to finalize the award decision Participate in various project meetings such as the kick-off meeting and the interview of consultants. Review the draft report and provide feedback for improvement. Validate the final report using the HI quality checklist provided in the annexes.
Operations Team (Area Manager and Project Manager)	<ul style="list-style-type: none"> Ensure compliance of implementation with administrative, temporal and financial conditions. Plan the budgetary needs and process the supply requirements. Communicate and mobilize stakeholders for the training curriculum development. Sharing the plan with stakeholders and beneficiaries to execute the development of the training curriculum.
Area Finance Manager	<ul style="list-style-type: none"> Guide the financial aspects of the project. Share the budget available for the training curriculum development. Ensure payment is made to the consultant according to the agreed instalments and terms & conditions.

Technical Team (Technical Specialists, Technical Officers)	<ul style="list-style-type: none"> • Review of analysis tools, including identifying needs and relevant infographics. • Review the proposed CVs and analysis of SBA for shortlisting the Consultants. • Review and provide feedback on the contents and curriculum. • Review and provide feedback on the training materials and other resources.
Donor Contribution	<p>UNICEF will review and feedback on the draft documents for improvement.</p>
Consultant/Firms	<ul style="list-style-type: none"> • Prepare 3 batches of training plans for the capacity development of the selected master trainers/education practitioners. • Develop training curriculum including pre and post-training evaluation, share with HI and address the feedback. • Organize and facilitate training sessions as per the prioritisation of training needs. • All the formal communication and engagement of any events with trainees will be shared with HI. • Develop a comprehensive report with recommendations based on the progress, success, gaps, findings, and feedback from the trainees. • Conduct an assessment on the application of training by the participants and submit a final report. • Write a training report and share it with HI and address feedback.
Logistics Team/HR	<ul style="list-style-type: none"> • Assist in hiring a consultant(s) by publishing the job offer, receiving applications and processing the application including other assistance to complete the evaluation work.

8. Ethical consideration

- ✓ Child safeguarding and gender sensitivity as well as a high level of sensibility to persons/children with/without disabilities.
- ✓ Maintain a high level of confidentiality of the data and information.
- ✓ The consultant/consultant of the consulting firm will only share the information and related data with HI.
- ✓ Feedback from the concerned stakeholders
- ✓ Ensure due written consent from the participants and related authorities before an interview, capturing photos & videos.

9. Qualification and experience of the consultant (s):

- ✓
- ✓ Consultant(s) must possess expertise in disability and inclusive education, with a specific focus on detailed concepts related to visual, hearing, and speech impairments
- ✓ Consultants must have expertise and previous experiences in specific pedagogy (teaching learning strategies and methods) considering the impairments of visual, hearing and speech and inclusive education.
- ✓ **Consulting firms/individuals must engage 3 types of experts to complete the assignment (i) visual, (ii) hearing and (iii) speech impairments who have expertise in the mentioned areas.**

- ✓ Consultant(s) must have experience developing 'training curriculum and designing training materials and packages related to disability and inclusive education'.
- ✓ The consultant (s) should have expertise and experience in conducting training for master trainers with excellent facilitation skills.
- ✓ The consultant (s) should have the following academic qualifications and experiences:
 - PhD/ Master's Degree in education, inclusive education, or any other development field related to disability with a minimum of 3 years of experience in undertaking similar training.
 - Experience in the development of training modules, training packages/manuals in relevant fields, conducting Training Need Assessments and reporting
 - Minimum five years experience in facilitating training to educational personnel, school teachers/educators.
 - Experience in refuge and disability sector-related work and inclusive education would be an added advantage.
 - Should have good written and verbal communication skills in both English and Burmese will add extra value.
 - Previous experience working with children/persons with disabilities and inclusive education.
 - Excellent facilitation skills are highly preferred

10. Payment Method

HI will make payment via bank after submitting the final report/ deliverables. The payment will be made via bank in two (02) instalments as mentioned below. Vat and tax will be deducted from the source at the time of payment as per the government rules.

- **1st Installment** of 40% of the total value (**Part 1**), After acceptance of the final inception report of Training curriculum development
- **2nd/ final Installment** of 60% of the total value (**Part 1**), After completion of module development & accepted by HI
- **3rd Installment** Full amount of **Part 2** after completion of 5 days training with master trainers & submission of training reports & upon acceptance by HI.

Caution: please note that the last payment is conditional on the validation of the final report and not on the sending of the final report. By validation, we mean validation of the quality by HI and under no circumstances of the appreciation of the job done.

11. Assessing the Consultants/ Firms

Stage 1: Screening of Applications

- All submitted applications will be screened to ensure that they have all necessary documents and requirements.
- Bidders without all necessary documents and information will not be considered for further analysis.
- The selection criteria include:
 - Financial Proposal, which accounts for **20%** of the total score.

- **Technical Proposal- 80%**
 - 30% Experience in developing training curriculum/ modules focusing on specific pedagogy of visual, hearing and speech impairments. **(Subject to evidence, relevant experience and works submission)**
 - 30% Experience in conducting training need assessment, facilitating training considering the needs of the learners with visual, hearing and speech disabilities (following the developed curriculum/ manual) **(Subject to evidence, relevant experience and works submission)**
 - 20% preparing the training materials/packages considering the emergency in education **(Subject to evidence, relevant experience and works submission)**

Valid documents will be considered for scoring based on these criteria

Stage 2: Shortlisting of Applications and Interview

- Applications that meet the minimum requirements in the preliminary screening will move to the next step.
- Shortlisting will be based on the selection/screening criteria mentioned.
- Reference check will be done following the shared supporting documents of the bidder (If needed)
- Shortlisted candidates will be interviewed based on the selection criteria mentioned above.
- Award decision will be finalized based on the Interview

Stage 3: Selection

After evaluating all components, a final report will be created, and the best candidate will be selected and offered a contract.

How to Apply:

The application package must Include:

1. Technical proposal: objective, methodology, work plan, time frame, experience on Training Need Assessment, developing training module and facilitation of training.
2. Financial proposal
3. CV mentioning with your relevant expertise and supporting Documents for the experience that he /she is mentioning on the offer. Score will be given on the weight scale analysis following the supporting experience documents shared from bidder end.

Application process:

- Interested applicant(s) should email Cover letter and CV (maximum 4 pages; with references), NID copy, VAT and TIN Registration Copy, Trade license (If organization)
- Last Tax Submission Copy
- Applicants must have to share technical & financial offer technical proposal (maximum 5 pages) including the proposed training methods and proposed training schedule.
- Applicants will have to share documents showing their experience in the field mentioned above.
- **The financial proposal should cover all the necessary costs & will be divided 2 parts**
Part 1 – Inception report to Final submission of training curriculum

Part 2 – 5 days long training on developed curriculum & final report submission

- Quoted price must include VAT & TAX following the govt rule. If there is any amount which will be excluding VAT & tax it should be shown with the necessary breakdown.
- Payment Conditions should be clearly mentioned on the financial offer as mentioned above.
- Bank details: name of the account, Bank name, branch, swift code etc.
- Proposal must be submitted in BDT.
- Mentors/Consultants that meet the requirements should submit an expression of interest by **15/09/2024**

Applications that do not meet the minimum technical requirements will be considered technically non-compliant and will not be evaluated further.

Physical Bid Submission addresses:

- Proposals to be submitted to Handicap International Cox's Bazar Site office, Sayeman Heritage Residence, Building-2, Floor-2, Sayeman Road, Cox's Bazar
- The envelope should clearly indicate the Invitation to reference as: **“Training curriculum development and training for the resource pool. -PD-UKHI-01240”**
- All documentation submitted should be done in their own clearly labeled envelopes (e.g., technical proposal, financial proposal, Legal Documents etc.), which are submitted in one single envelope as detailed above.

OR

Online Bid Submission addresses:

Send a digital file in the form of an email* sent to the dedicated email

address: log.cox@bangladesh.hi.org ; with the reference **“Training curriculum development and training for the resource pool. -PD-UKHI-01240”** in the subject line.

*If the file is too big to fit into 1 email (limit 15MB per email), bidder should split the submission into multiple emails. Please include numbering also in the subject.

HI is committed to protecting children and vulnerable adults from harm. All consultants will be expected to comply with the child Protection and other Policies. Applicants for this position will be assessed regarding their suitability to work with children and vulnerable adults.

Humanity & Inclusion encourages qualified Consultants with disabilities or chronic illness and women to apply. HI commits to providing equal opportunities to all qualified applicants, regardless of nationality, gender, religious and ethnic backgrounds, including people with disabilities.