# Section 7. Terms of Reference

1. ***Background***

1.1. The Government of Suriname (GOS) has secured a loan from the Islamic Development Bank (IsDB) for financing of the Secondary and Technical Education Support (STES) Project. The main objective of the project is to increase equity in access to secondary and technical education with an enhancement of quality of education. The project consists of the following components: i) Improving Access to Education, ii) Increasing Quality and Relevance of Education, and iii) Support to Project Management. Under the second component, the project activities include the in-service training of education professionals (teachers, school managers, master teachers, administrative and managerial staff) of the secondary level schools.

1.2. The STES program supports the Government’s efforts to improve human capital in Suriname and is in line with the objectives of the National Development Plan (NDP) 2017-2021 in the fields of education and training. One of the NDP focus areas is to strengthen the capacity of the Ministry of Education, Science and Culture (MoESC) by the professionalization of teachers and the upgrading of the quality of education.

The Surinamese Educational system is derived from a former version of the Dutch system. There are several educational challenges in the Secondary and Technical education system, which include: a no longer state-of-art curriculum which is not in line with the demands of the socio-economic developments and mainly focused on theoretical knowledge; inadequate provision of pedagogical resources, including labs and technical equipment; lack of qualified and trained teachers; lack of qualified and trained school managers; Dutch as the language of instruction while it is not the mother tongue of many students and teachers; students from the interior lagging behind; students from the interior often spending 6 hours commuting from home to school and back; inconsistent teacher qualifications across the country (teachers in coastal regions often being more qualified); the results of students in language and math gone down significantly, even more so in the interior regions.

1.3. The recent COVID-19 lockdown has strengthened the already existing awareness of the importance of effective and efficient digital instruction. Instructional multimedia is increasingly important in education. Combining different media (text, video, audio), it can be used in the classroom as well as in an online setting as presentations, as “how-to” instruction, as elements in adaptive learning and in self-regulated and autonomous learning.

It is especially challenging to find high quality video (multimedia instructional items) adapted to the diversity of the Surinamese context.

The Government of Suriname (GOS) does not currently have state-of-the-art provisions for instructional video’s (multimedia). To remedy this, provisions must be developed taking into account Suriname’s specific needs while also in line with international developments and standards. The Government of Suriname (GOS) is therefore seeking consultancy services to develop provisions for instructional videos.

1. ***Objective(s) of the Assignment***
2. The overall objective of the assignment is to provide secondary education in Suriname with well designed, purposeful, and effective instructional video relevant to its different programs and subjects. At least qualitative 200 video’s (multimedia resources) will be available at the end of the project.
3. The consultancy must focus on implementing financially and otherwise sustainable solutions which can be realistically sustained after the consultancy has ended.
4. Capacity building at the MoESC and stakeholders in the educational field is an explicit objective of this consultancy.

***3. Scope of Services, Tasks (Components) and Expected Deliverables***

### ***3.1. Scope of services***

### ***3.1 1. Component I. Framework***

1. Create a taxonomy of educational video (multimedia including video, pictures, sound, blogs, vlogs .... ) based on the organization of secondary education, including a state of art set of metadata to tag instructional multimedia in line with international good practice.
2. Design and implement an evaluation system to monitor the quality of instructional multimedia. Quality relates to educational and instructional aspects in light of stated learning goals.
3. Assist the MoESC in drafting a policy on the use of instructional multimedia.

### ***3.1.2. Component II. Instructional Video Resources***

1. Set up a library (including reports, search functionality ... ) embedded in or connected to a learning management system (LMS) in Moodle and accessible through a website. At the end of the consultancy, this library must be transferred to the MoESC. The consultant will prepay the continuation of the library (hosting, URL, LMS) for a period of 2 years after the consultancy in order to avoid a disruption of the service and to facilitate a smooth transition to MoESC
2. Use the library under 3.1.2.a to create an inventory of already available instructional video’s. Special attention should go to OER (Open Educational Resources) available under a Creative Commons Licence.
3. Establish sustainable (international) partnerships with providers to make instructional video available to secondary education in Suriname. Focus should be on material using Dutch as language of Instruction.

### ***3.1.3. Component III. Training***

1. Design a training for teachers (preferably as small teams) to create instructional video. This training must be accessible through the LMS (see 3.1.b) and must be designed as an example of state-of-the-art use of instructional video.
   1. The training must be based on free software requiring only already available equipment (smartphones, tablets, laptops, infrastructure in the ICT hubs...), requiring only minimal investments in additional equipment.
   2. The training must include at least essentials of instructional video, storyboarding and scripting, image, sound and adding captions.
2. Design a training on the assessment of instructional video.

### ***3.2. Deliverables***

1. Detailed workplan and risk analysis within 15 days after the start of the consultancy
2. Monthly progress report (in English)
3. A report on the taxonomy of educational video and implementation of the taxonomy in Moodle
4. A report on an evaluation system to monitor the quality of instructional video.
5. A report based on the assistance to the MoESC in drafting a policy on the use of instructional video
6. A library (including reports, search functionality ... ) embedded in or connected to a learning management system (LMS) in Moodle and accessible through a website. The library must contain at least 200 items.
7. An inventory of already available instructional video created within the library (deliverable 6)
8. Concluded agreements and a report on sustainable (international) partnerships with providers to make instructional multimedia available to secondary education in Suriname.
9. An online training for teachers (preferably as small teams), accessible through the online LMS in Moodle, to create instructional video.
10. An online training on the assessment of instructional video
11. A final report (in English), including lessons learned and recommendations.

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***4. Team Composition &Qualification Requirements for the Key Experts (and any other requirements which will be used for evaluating the Key Experts under Data Sheet 21.1 of the ITC)***

4.1.The chosen firm must demonstrate strong organizational ability, a proactive and result oriented approach based on common sense as well as on evidence based methodologies and strategies, focus on detail, honesty and integrity; a strong commitment to the goals of the project, an inspirational engagement towards educational and technological improvement and innovations, and a commitment to contribute to strengthening the MoESC.

4.2.The firm shall consist of the following key-experts:

1. **Project manager / team leader.** He or she will;

* have extensive (at least 5 years) experience and proven record in managing projects of comparable complexity;
* hold a higher academic qualification (at least master, doctorate preferred);
* lead the team towards the success of the project;
* oversee the project and keep it on track, on budget, and on scope. Propel the project forward and keep technical experts focused on the project objectives.

**(b) Educational media expert.** He or she will

* have extensive (at least 5 years) experience and proven record in the creation of instructional video;
* hold a higher academic qualification (at least bachelor, master preferred).

**(c) Educational specialist.** He or she will:

* have extensive (at least 5 years) experience and proven record in the use of ICT in education, including the creation of instructional video.
* hold a higher academic qualification (at least Master, Doctorate preferred).

**(d) Training expert.** He or she will:

* Design, plan, organize and facilitate the (online) training programs;
* Supervise and co-design the (face-to-face and) online trainings based on a needs analysis, clear outcomes, content, instruction and assessment;
* Support the trainers in developing their training based on clear outcomes, content, instruction and assessment;

The training specialist is expected to have documented relevant experience providing or coordinating professional development.

4.3. The selected firm is expected to bring into the team other experts as needed under his/her supervision.

4.4. Fluency in Dutch at the native speaker (C1) level is mandatory for all trainers and trainers of trainers and recommended at the B2 level for other members of the team.

***5. Reporting Requirements and Time Schedule for Deliverables***

5.1 All manuals, guides, trainings, policies, procedures, and other outputs (educational and others) should be provided in Dutch.

5.2. Monthly status reports (see 3.2.3) as well as the final report must be submitted in English.

5.3. Schedule for deliverables (see 3.2. for full description of the deliverables)

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| *#* | *Deliverables* | *From the start of the consultancy* |
| *1* | Detailed workplan | *15 days* |
| *2* | Monthly progress report | *monthly* |
| *3* | Report on the taxonomy of educational multimedia and implementation of the taxonomy in Moodle | *2 months* |
| *4* | Report on an evaluation system to monitor the quality of instructional multimedia | *2 months* |
| *5* | Report based on the assistance to the MoESC in setting up and implementing a policy on the use of instructional multimedia  *(PDCA throughout the project)* | *6 months* |
| *6* | A library embedded in or connected to a learning management system (LMS) in Moodle and accessible through a website | *9 months* |
| *7* | Inventory of already available instructional video created within the library (deliverable 6) | *6 months* |
| *8* | Concluded agreements and a report on sustainable (international) partnerships with providers to make instructional video available to secondary education in Suriname | *9 months* |
| *9* | An online training for teachers (preferably as small teams), accessible through the online LMS in Moodle, to create instructional video | *6 months* |
| *10* | An online training on the assessment of instructional video | *4 months* |
| *11* | A report on the training of 10 master trainers on deliverables 9 and 10 | *7 months* |
| *12* | 50 instructional video’s covering different domains of secondary education created as output of the training of 10 master trainers. | *7 months* |
| *13* | A report on the training of 150 teachers by the 10 master trainers. | *10 months* |
| *14* | 600 instructional video’s created by the 150 teachers as part of there training.  *(200 video’s in month 8, 200 video’s in month 9, 200 month* *video’s in 10)* | *10 months* |
| *15* | A report on the screening of the 650 created video’s based on the procedures established in deliverables 4 and 10 | *11 months* |
| *16* | A final report (in English), including lessons learned and recommendations | *12 months* |

***6. Client’s Input and Counterpart Personnel***

6.1. The client, especially program coordinators and the ICT Department, will work closely with the consultant to facilitate timely availability of information and timely implementation.

6.2. The consultant will have access to the ICT facilities of the MoESC and the schools participating in the pilot implementations. The ICT department of the MoESC will support the consultant in setting up the technical (ICT) framework for the consultancy and will provide the schools with the infrastructure needed to access the instructional multimedia.

* 1. Services, facilities and property to be made available to the Consultant by the Client:
     1. Collaboration with the ICT department of the MoESC
     2. Access and use of the ICT Labs and the available equipment available
  2. Professional and support counterpart personnel to be assigned by the Client to the Consultant’s team:
     1. A dedicated counterpart
     2. Support from the MoESC ICT team responsible for ICT in schools
     3. 10 master trainers employed by MoESC (CENASU), having access to standard ICT facilities suited for work involving instructional multimedia.
     4. A selection of the 150 teachers to be trained in this consultancy, having access to standard ICT facilities for work involving instructional multimedia.

***7. Environmental and Social Policy***

The Consultant must commit to the follow policy.

1. The Consultant will apply good international industry practice and standards in the domain of the consultancy.
2. The Consultant will respect intellectual copyright as set forward in the [Berne Convention](http://www.wipo.int/treaties/en/ip/berne/), administered by the World Intellectual Property Organization ([WIPO](http://www.wipo.int/)). No sources will be used or quoted without proper reference. Specific attention will be paid to proper references to OER (for example Creative Commons)
3. Unless otherwise agreed upon, the Consultant will transfer the copyright of all deliverables produced under the Consultancy to the Ministry of Education, Science and Culture.
4. The Consultant will ensure that terms of employment and working conditions of all Suriname personnel engaged in the context of the Consultancy meet the requirements of the ILO labor conventions to which the Republic of Suriname is a signatory.
5. The Consultant will work co-operatively, including with end users of deliverables, relevant authorities, and stakeholders and local communities.
6. The Consultant will create an environment that fosters the exchange of information, views, and ideas that is free of any fear of retaliation and protects whistleblowers.