# TERMS OF REFERENCE – PART A

**Feasibility and scoping study: Education Technology for better Teacher Development**

**FWC SIEA 2018- LOT 4 : Human Development & Safety Net**

**EuropeAid/138778/DH/SER/multi**

# 1   BACKGROUND INFORMATION

The use of digital technologies is transforming our economies and societies at unprecedented speed and scale, creating immense geopolitical, commercial and socio-economic opportunities, as well as pressing challenges. Due to the speed of transformation and the direct impact of digital services and products in people's lives, digitalisation has been recognised as a crucial enabler for the achievement of the 2030 Agenda and its SDGs.

The Communication "Shaping Europe's Digital Future1" announces a European approach to the digital transformation that builds on our history of technology and innovation, vested in European values, and willingness to project them onto the international stage and engage with our partners. The ongoing COVID-19 crisis has underlined the centrality of digital connectivity, technologies and services to our society worldwide. Digital therefore remains a top priority for this Commission, and the EU intends to lead the transition to a healthy planet and a human-centric digital world.

The world is currently characterised by a massive gap between the under-connected and the hyper-digitalised countries. Today 46% of the globe, 3.5 billion people, remain digitally unconnected. The digital divide is a problem both across and within regions and countries, since there are large variations between high and lower income countries and between cities and rural areas. In Bangladesh, the internet penetration rate was 58.4% in 2019, which is substantially higher than other SAARC countries as India at 40.6%, Sri Lanka at 33.5%, Pakistan at 32.4%, and Bhutan at 51.5%. On the other hand, according to the Global ICT Development Index, Bangladesh ranked 147th out of 176 countries, making it the lowest ranking among the neighbouring countries. A notable digital divide exists in the country regarding the differential rate of internet use by rural and urban, poor and wealthy households. This digital divide is increasing over time.

The EU has been a longstanding partner in the education sector in Bangladesh. Whereas major progress was made when it comes to access and gender parity in the last 20 years, to meet SDG 4 considerable investments to improve the quality of education are needed. Building better teachers is at the very core of this endeavour. Besides not having a pre-service professional preparation requirement, the contextual application of the existing in-service training is not very effective. The National Education Policy of 2011 outlines the following: "the existing teachers' training system in our country is very traditional, insufficient, certificate based, loaded with theoretical knowledge, incomplete in practical learning, based on rote learning and conventional testing system". Despite various efforts that have taken place to improve teachers' professional development at primary and secondary levels, the policy remains relevant when it states that teacher training programmes should be made more realistic and effective. We as the EU want to strongly focus on this in the coming years.

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[1] COM (2020) 67 19/02/2020

The Covid-19 pandemic has brought about a drastic shift in how education is delivered across the globe. This is no different in Bangladesh, where all educational institutions have been closed since March 2020. To mitigate the learning losses, the GoB has introduced remote learning modalities (online, radio and television) to ensure at least some degree of education continuity. The development and deployment of educational technology (EdTech) has gained enormous momentum in the last year, which is reflected in the mushrooming of new and innovative initiatives by diverse stakeholders and the eagerness of the GoB to invest in the application of technology for teaching and learning.

The EU acknowledges that it is more relevant than ever to further explore the role effective technology can play in teacher development in Bangladesh. It is critical to empower teachers, investing in the necessary skills development and capacity building to exploit the full potential of remote and blended learning. Schools and training institutes will reopen and face-to-face learning will resume but e-learning and blended learning are here to stay, requiring rapid adaptation and innovation. In a context like Bangladesh, where learning outcomes remain low due to quality constraints and ICT infrastructure and skills are in the early stages of adoption, this is not so straightforward. The current digital divide is far too great to roll-out large scale EdTech programmes without the needed planning and coordination. Nevertheless, the EU is committed to contribute to these important developments in close collaboration with the GoB and other relevant stakeholders.

## 2 OBJECTIVE, PURPOSE & EXPECTED RESULTS

➢ Global objective

The overall objective (impact) is to support the Government of Bangladesh in the implementation of its development policies aiming at a better educated, trained and qualified human capital by 2030 as laid down in its national strategic development plans and the 2030 Agenda.

➢ Specific objective(s)

The specific objective is to support the EU Delegation in identifying potential entry-points for formulating an evidence-based, feasible and relevant action in the area of EdTech and teacher development, in line with the EU's strategic priorities in Bangladesh in the period 2021-2027. The added-value of EU's involvement in this area should be clearly demonstrated.

➢ Requested services, including suggested methodology

It is important to understand the interdisciplinary nature of EdTech initiatives, successful interventions rely on good synchronisation among a large gamut of stakeholders, going far beyond the education sector. It implies the need to break silos and to have proper coordination mechanisms in place. Understanding the existing ecosystem to develop well-designed initiatives and digital tools is key. The Covid-19 pandemic created a space to rethink the future of education and this is reflected by multitude of development actors that are strengthening their involvement in the EdTech arena. The upcoming period will be a period of trail and error and properly aligning and coordinating these initiatives will be a challenge in the coming months and years.

➢ Required outputs

The following outputs are required for this assignment:

- Inception note based on the outline of the objectives above, with possible additions and/or modifications and a draft proposal of methodological approach.
- Desk note with a critical analysis of the current state-of-play and the methodological approach for the Field Phase.

- A research report on the scope and the feasibility of an EU intervention in the area of EdTech and teacher development, including a mapping of existing EdTech initiatives in Bangladesh and a mapping of teacher development good practices in the region and their reproductability.
- A dissemination workshop to share and discuss the findings of the study.
- A concise powerpoint presentation and an infographic that summarize the findings and recommendations, both for the future EU intervention specifically and for the potential of EdTech in teacher development in Bangladesh more broadly.

➢ Language of the Specific Contract

The working language is English. All reports will be submitted in English.

➢ Management team member presence required or not for briefing and/or debriefing

Yes

## 3 LOGISTICS AND TIMING

Please refer to Part B of the Terms of Reference.

## 4 REQUIREMENTS

Please refer to Part B of the Terms of Reference.

## 5 REPORTS

Draft documents are to be submitted to the Delegation of the European Union to Bangladesh by e-mail. The final version of the required outputs will be sent in soft copy and two hard copies (double-sided).

For all other matters relating to reports/deliverables, Please refer to Part B of the Terms of Reference.

## 6 MONITORING AND EVALUATION

Definition of indicators

➢ Quality in reporting including analytical inputs
➢ Timeliness in reporting

## 7 PRACTICAL INFORMATION

- Please address any request for clarification and other communication to the following address(es): delegation-bangladesh-cris-fwc-offers@eeas.europa.eu

- The EU Delegation will interview the proposed experts during the evaluation phase;

- In consideration of the organizational efforts deployed to guarantee the best possible quality of the expertise selected, should one or more of the experts become unavailable for any reason after their selection, the EU Delegation might consider terminating the contract, and in this case, considering only the value of intermediate output successfully delivered, if foreseen by the ToR.

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# TERMS OF REFERENCE – PART B

**BACKGROUND INFORMATION**

**1. Benefitting Zone**

Afghanistan Bangladesh Brunei Bhutan China Hong Kong Indonesia India Japan Kyrgyzstan Cambodia North Korea South Korea Kazakhstan Laos Sri Lanka Myanmar Mongolia Macau Maldives Malaysia Nepal Philippines Pakistan Singapore Thailand Tajikistan Turkmenistan Taiwan Uzbekistan Vietnam

**2. Contracting authority**

The European Union, represented by the European Commission, B-1049 Brussels, Belgium.

**3. Contract language**

English

# LOCATION AND DURATION

**4. Location**

- **Senior Expert in Education:**

  - Normal place of posting of the specific assignment: Home/office based with a minimum of 10 working days spent in Bangladesh

  - Mission(s) outside the normal place of posting and duration(s):

- **Junior Expert in Education:**

  - Normal place of posting of the specific assignment: Dhaka, Bangladesh

  - Mission(s) outside the normal place of posting and duration(s): The place of the assignment is Dhaka, Bangladesh with a possible field visit outside of Dhaka, based on the requirement arising during the inception/desk phase.

**5. Start date and period of implementation**

The indicative start date is 14/01/2022 and the period of implementation of the contract will be 120 days from this date (indicative end date: 14/05/2022).

# REQUIREMENTS

**6. Expertise**

For this assignment, one individual expert must be proposed for each position.

The expertise required for the implementation of the specific contract is detailed below.

- **Senior Expert in Education:**

- General description of the position: Team Leader

- Expert category: Cat. I (>12 years of experience)

- Qualifications and skills required: Master's degree in education, social sciences, public administration, economics or other relevant field (or in the case of a Bachelor's degree, additional 5 years of relevant professional experience).

- General professional experience: At least 12 years of professional experience in working in the education and/or professional development sector, preferably in EdTech, instructional design, content development, capacity development, teacher development or equivalent.

- Specific professional experience: A minimum of 8 years experience in research design, execution and analysis in the relevant field; - Evidence of scholarly research and publication in the relevant field will be considered a strong asset; - Familiarity with the EU procedures and rules and regulations for external actions will be considered a strong asset; - Experience in Bangladesh and/or other South Asian countries will be considered an asset.

- Language skills: Proficiency in English - Excellent facilitation and communication skills - Excellent analytical, conceptualisation and report writing skills

- Minimum number of working days: **40** days

- **Junior Expert in Education:**

  - General description of the position: Expert

  - Expert category: Cat. III (>3 years of experience)

  - Qualifications and skills required: Master's degree in education, social sciences, public administration, economics or other relevant field (or in the case of a Bachelor's degree, additional 5 years of relevant professional experience).

  - General professional experience: At least 12 years of professional experience in working in the education and/or professional development sector, preferably in EdTech, instructional design, content development, capacity development, teacher development or equivalent.

  - Specific professional experience: - A minimum of 3 years experience in research design, execution and analysis in the relevant field; - Experience in Bangladesh and/or other South Asian countries will be considered a strong asset; - Evidence of scholarly research and publication in the relevant field will be considered an asset.

  - Language skills: - Proficiency in English & Bangla - Excellent facilitation and communication skills - Excellent analytical, conceptualisation and report writing skills

  - Minimum number of working days: **45** days

## 7. Incidental expenditure

No incidental expenditure provided for in this contract.

**8. Lump sums**

No lump sums provided for in this contract.

**9. Expenditure verification**

No expenditure verification report is required.

**10. Other details**

**1 - Translation and interpretation**

Minimum quantity (if applicable): 1

**2 - Intercity travel**

Minimum quantity (if applicable): 1

**3 - Sharing and validation workshop**

Minimum quantity (if applicable): 1

**4 - Travel Cost (return Trip)**

Minimum quantity (if applicable): 1

**5 - Per diem**

Minimum quantity (if applicable): 1

# REPORTS AND DELIVERABLES

## 11. Reports and deliverables requirements

| Title | Content | Language | Submission timing or deadline |
|-------|---------|----------|-------------------------------|
| Inception report | • Background analysis • Stakeholder analysis • Methodological design of the study and workplan | English | Within 21 Day(s) After the project start |
| Desk report | • In-depth document analysis • Updated stakeholder analysis • Identification of information gaps and of hypotheses to be tested in the field phase • Methodological design of the field phase | English | Within 42 Day(s) After the project start |

| Title | Content | Language | Submission timing or deadline |
|---|---|---|---|
| Draft final report | • Report on the scope and the feasibility of an EU intervention in the area of EdTech and teacher development • A mapping of existing EdTech initiatives in Bangladesh • A mapping of teacher development good practices in the region and their reproducibility • Conclusions and recommendations • Powerpoint presentation & Infographic | English | Within 87 Day(s) After the project start |
| Final report | • Report on the scope and the feasibility of an EU intervention in the area of EdTech and teacher development • A mapping of existing EdTech initiatives in Bangladesh • A mapping of teacher development good practices in the region and their reproductability • Conclusions and recommendations • Powerpoint presentation & Infographic | English | Within 14 Day(s) Before the project end |