UNICEF SURINAME

TERMS OF REFERENCE

Consultant Computer Aided Learning Project final assessment

Region: LACRO
Country office: Guyana & Suriname
Duty station: Paramaribo
Section department: Programme section
Post title: Consultant Computer Aided Learning final assessment
Organisation: UNICEF/Ministry of Education and Community Development Suriname
Supervisor: Programme Manager
Duration of Contract: 50 working days

1. Background & Justification

Over the past decades, ICT aided learning has gained a strong position in education systems all over the world. Covering the full width of both teaching and learning, ICT based education initiatives can be found in different forms, stretching from primary to adult education, ranging from Distance Education to the application of computers in classrooms and even computerized blackboards. ICT supported learning and teaching is steadily gaining ground in the arena of education, and related to that, opportunities for utilization of computers in strengthening the primary education system in Suriname have been discussed amongst the Ministry of Education and Community Development (MINOV) and UNICEF Suriname over the past years.

Reaching a joint understanding of the main areas of support of the Computer Aided Learning (CAL) project, both MINOV and UNICEF jointly identified a strong opportunity to utilize information technology in education to support the further implementation of the “Child Friendly Schools” principles and methodologies to enhance the access to quality education for all students in primary schools. Strongly supporting the MINOV agenda on education and innovation, the CAL project spearheads the introduction of interactive technologies in education. Taking a strong perspective on increasing the actual quality of education, the goal of integrating ICT based learning in education is not just merely the use of computers as such, but to utilize the technology in the most effective way, allowing it to contribute to increased quality of teaching and learning. Maintaining a strong focus on the sustainability of the project, its activities will be placed within the framework of the national curriculum and Child Friendly principles and methodologies. Besides the provision of sufficient hardware and software, building the capacity of the teachers, required to utilize and apply innovative technologies in the classroom, has received utmost attention throughout the project.

The purpose of the Computer Aided Learning pilot project is to apply computer based teaching and learning in five schools in different communities in the interior of Suriname in order to understand if, and how, results are obtained, what the unintended consequences may be, and if successful, to provide
detailed data to support an argument for taking such a project to up-scale across the country. The objectives of the project are as following:

1. Children in all grades (1-6) of five target schools in the interior of Suriname demonstrating improved performance in Language and Math through the use of ICT guided practice materials.
2. Development of a set of recommendations for usage of computer based learning in schools in the interior of Suriname to guide the further development of a national policy on, and the up-scaling of Computer Aided Learning in the interior of Suriname.

In May 2012, MINOV and UNICEF organized a stakeholder consultation meeting, serving the objective to capture data on the specific needs of all stakeholders, aiming to increase the relevance of the project activities, representatives from all schools, the communities, MINOV, the ICT4Education Steering Group and UNICEF shared their needs and understanding of the program. Changes to the program outline were made accordingly. UNICEF appointed a CAL project coordinator for the period of two years, who provides technical support to MINOV in coordinating the implementation, monitoring, and evaluation of all CAL related activities. Based on this extensive stakeholder consultation, taking into account the above mentioned demands and preconditions, a set of complementary documents were developed to support the operationalization of the CAL project, including the recommendations from the stakeholder meeting.

Guided by the project document the CAL project has started its implementation in June 2012 with UNICEF support. This findings of this final assessment will contribute to the further development of national policy on, and the (possible) up-scaling of Computer Aided Learning in the (interior) of Suriname.

During the period 2012 – 2014 a sequence of activities has been implemented, resulting in the achievement of the following results:

**Objective 1 - Children in all grades (1-6) of five target schools in the interior of Suriname demonstrating improved performance in Language and Math through the use of ICT guided practice materials.**

- Facilities at all five pilot schools have been reviewed and upgraded (Solar Panels, anti-theft measures etc.) to allow the laptops to be functional and safely stored in the schools - July 2012 - Feb. 2013
- 125 Laptops including Ambrasoft Educational software are procured, installed, and made operational in all pilot schools. In addition to the laptops, all schools received a portable beamer and sufficient headphones for all laptops. (Procurement includes a two-year maintenance contract to assure functioning of all hard- and software) - May 2013
- Approximately 700 children are participating in weekly computer classes under the guidance of their teacher and with regular support of the CAL Programme Coordinator - Ongoing until October 2014
- All school teams and relevant community members are trained in basic ICT skills (3-day), and the use of the Ambrasoft math and language software in classroom practices (2-day) - Jan. – March 2013
- Weekly onsite support training activities (incl. peer consultation sessions) from the CAL project coordinator at all the 5 pilot schools guarantee quality implementation of computer aided learning activities - From school year 2014-2015
- MINOV, RKBO and Stg. Onderwijs educational support staff have taken over the monitoring & evaluation of the CAL programme in pilot schools. Between October to December 2014, educational support staff visited the selected schools one time per month. From October 2014
In school year 2014-2015 the WA Liefde school has a whole new team of teachers, this also means that these teachers were not familiar (yet) with the CAL programme and in particular with how to use and apply the Math and Language supportive software in the classroom. This school is visited 3 times per month during the months October – December 2014 to monitor and evaluate, but also to provide onsite support and guidance.

Objective 2 - Development of a set of recommendations for usage of computer based learning in schools in the interior of Suriname to guide the further development of a national policy on, and the up-scaling of Computer Aided Learning in the interior of Suriname.

- A research tool has been developed to capture both quantitative and qualitative data on possible impact of the project intervention - July 2012
- A baseline study has been conducted and reported - October 2012
- A mid-term project assessment has been conducted and reported on - April 2014
- A report on best practices (per pilot school) is being developed and shared with all stakeholders in (including reference to international / regional / national best practices) - May 2014
- An ICT 4 Education Work group, with stakeholders from MINOV, BEIP, EBGS, and RKBO is established and actively involved in the review of the implementation of the CAL Project and sharing of best practices amongst ICT initiatives internal and external to the ministry - Ongoing since August 2012
- Strong collaboration / knowledge sharing with the BEIP ICT component and other relevant stakeholders in the field of ICT in Education - Ongoing since October 2012

2. Purpose of the assessment

The proposed assessment aims to:

(1) Assess if children in all grades (1-6) of five target schools in the interior of Suriname demonstrating improved performance in Language and Math through the use of ICT guided practice materials and;
(2) Provide the MINOV with recommendations on the further development of a national policy on, and the (possible) up-scaling of Computer Aided Learning in the (interior) of Suriname.

MINOV is in particular interested in the results on children’s and teachers’ performance on Math and Language subjects and children’s, teachers and community members satisfaction level on Math and Language subjects through the use of ICT guided materials, best practices, lessons learned and challenges of the CAL project.

At the same time MINOV wants to strengthen its internal staff capacity in developing and implementing similar assessments through a participatory process. The majority of tasks of the consultant will be undertaken in collaboration with MINOV Educational support staff. Therefore the CAL assessment consultant is expected to work closely with the MINOV Educational support staff on the participatory MINOV self-assessment of the CAL project. In addition the consultant has a facilitating role towards the

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1 MINOV Educational support staff includes staff members of the Curriculum Development department (3) and the Research and Planning department (2).
MINOV Educational support staff regarding the development and implementation of the final self-assessment of the CAL project.

The proposed assessment includes the following key purposes:

1. Assess if the intervention successfully contributed to the improvement of children’s performance in Math and Language learning.

2. Assess if the intervention successfully contributed to the improvement of teachers’ performance in Math and Language teaching.

3. Assess if the intervention successfully contributed to improved satisfaction levels of children, teachers, parents and communities in the 5 target schools.

4. To describe the relevance, effectiveness, efficiency, impact and sustainability of the CAL project interventions.

5. Identify results, best practices, lessons learned, challenges and opportunities.

### 3. Key assessment questions

**Relevance**

- To what extent were the project beneficiaries, including teachers, school leaders and staff of MINOV, RKBO and EBGS involved in the planning, designing and implementation and assessment of the CAL project activities?

- How did the CAL project contribute to teachers/ school leaders professional development in implementing computer based practice classes?

- To what extent do the objectives of the CAL project align with the objectives of the National strategic Plan for ICT in primary Education (2013) for Suriname?

**Effectiveness**

- To what extent have the objectives of the CAL project been realised in the selected interior schools? Do outcomes vary between the different selected schools/ communities?

- How and to what extent have the teachers in the interior schools gained knowledge and skills in implementing computer based practices? To what extent are teachers applying these knowledge and skills currently? What are the differences in implementing style between teachers? What can be considered as the most effective implementing style?

- To what extent the CAL project interventions (see footnote) have contributed to the improvement of teaching of teachers, learning of children in Math and Language subjects and motivation of children, teachers and communities in the selected interior schools?

**Efficiency**

- To what extent has the UNICEF-supported project provided sufficient support to achieve the CAL project objectives in the interior schools? What are the gaps, constraints and challenges in implementation of the CAL project?

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2 The intervention includes: training of teachers and community members in basic ICT skills, the training and capacity building of teachers on how to use and apply Math and Language supportive software, the placement of 25 laptops per selected schools with Math and Language supportive software on it, weekly onsite support of a CAL coordinator to the 5 selected pilot schools.
Could the activities and outputs have been delivered with fewer resources (human and financial) without reducing their quality and quantity? Has the UNICEF-supported CAL project been cost-effective? Are there more cost effective ways for deliver the teacher training and teacher support?

To what extent was there a coordination mechanism in place with the MINOV on the CAL project?

**Impact**
- What is the impact of the CAL project on children’s, teachers and communities satisfaction/motivation level?
- What is the impact on national policy and programmes development?
- Are there any unintended (positive or negative) consequences from the project?

**Sustainability**
- To what extent are the outcomes achieved within the CAL project sustainable? What are the recommendations to the MINOV, UNICEF and other stakeholders in promoting ICT in Education programmes?
- What are the challenges and risks?
- What good practices and lessons learnt are there in the CAL project that could contribute to the up-scaling of Computer Aided Learning in the interior of Suriname.

### 4. Tasks and Responsibilities of the consultant

Within this position the consultant has the following tasks and responsibilities as described below.

**Development of Inception report**

The consultant:
- Develops an Inception report based on assessment methodology, detailed assessment implementation work plan, including travel plan and budget for the consultancy contract period, based on the TOR;
- Presents the Inception Report to both UNICEF and the MINOV Educational support staff;
- Revises and adapts the draft Inception report based on the discussions and finalizes the final Inception report after approval by the MINOV/UNICEF review committee.

**Assessment methodology development**

The consultant:
- Facilitates a review process for MINOV Educational support staff on all relevant CAL project documents (e.g. CAL baseline study, CAL intermediate assessment report, progress reports etc.) and utilized methodologies with support of UNICEF Education programme coordinator. It is important that the consultant and MINOV staff all know the background of the project so that relevant information can be included in final assessment report.
- Revises and adapts existing quantitative and qualitative data/Information collection tools and develops new data collection tools for CAL final assessment.

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3 MINOV/UNICEF review committee includes the MINOV Head of the ICT department, MINOV Deputy Director Development department, UNICEF Programme manager, UNICEF Education Programme Coordinator.
Prepare and train the MINOV Educational support staff, on development assessment tools including quantitative and qualitative data/information methodological training, data collection techniques, data processing and information analysis.

Data/information collection and analyses
The consultant;

- Facilitates all travel, meetings, interviews etc. needed for the data/information collection process in good consultation with all relevant stakeholders and MINOV Educational support staff;
- Is required, based on the approved work and travel plan to travel to the 5 CAL pilot communities/schools in Matta, Brownsweg, Ricanaumofo, Powakka and Marshal Kreek to collect data/information in collaboration with MINOV Educational support staff;
- Develops and implement a knowledge session for MINOV Educational support staff on how to enter the collected data/information;
- Is responsible for the development of the final database;
- Processes data with support of the MINOV Educational support staff of the Research and Planning department, but is held responsible for the completion of the data entering and the database;
- Analyses data and drafts the CAL project final assessment;
- Presents the draft CAL project final assessment report to MINOV Educational support staff and MINOV/UNICEF review committee, including the processes to come to the final report in a PowerPoint presentation. After presentation the consultant submits the draft assessment report to the MINOV/UNICEF review committee for final approval.

Report writing
The consultant will draft the final assessment report with support of the MINOV Educational support staff. The consultant takes the accountability to review, revise and finalize the Assessment Report and deliver a final report in English which will include (but is not limited to) the following chapters:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Including description of roles MINOV, UNICEF and other stakeholders.</td>
</tr>
<tr>
<td>2</td>
<td>Background information on CAL project</td>
<td></td>
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<tr>
<td>3</td>
<td>Methodology</td>
<td></td>
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<tr>
<td>4</td>
<td>Key findings: - Results on children's performance and satisfaction levels - Results on teachers performance and satisfaction level - Results community and parents discussions - Results National stakeholders discussions</td>
<td>1) These chapters must include comparative analyzes between final assessment results and baseline-intermediate assessment results; 2) All chapters must include a brief summary of findings at the end of each chapter.</td>
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<tr>
<td>5</td>
<td>Best practices and lessons learned</td>
<td>This chapter must include best practices, lessons learned, challenges and bottlenecks</td>
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<tr>
<td>6</td>
<td>Preliminary conclusions and recommendations</td>
<td>The conclusions should give an answer on the objectives of the CAL project in terms of</td>
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how and if the objectives are achieved. In addition other conclusions and recommendations will be included.

Annexes
Data outputs, interviews, questionnaires, focus group discussions, students grades

### Stakeholder presentation
The consultant:
- Facilitates discussion with MINOV Educational support staff how the assessment results are to feed into ongoing assessments and the further organisational development of the project and other initiatives;
- Supports the MINOV Educational support staff to deliver a presentation on the CAL final self – assessment (incl. the assessment process) to senior management of the MINOV and other key stakeholders.
- Includes results of MINOV Educational support staff discussions and presentation to senior management of the MINOV in the final report.

### 5. Deliverables and Time frame
The following deliverables are expected:

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<tr>
<th>Deliverable(s)</th>
<th>Time Frame</th>
<th>Description</th>
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<tbody>
<tr>
<td>7 working days</td>
<td>1.</td>
<td>Inception Report with detailed work plan and travel plan for the contract period according to the ToR</td>
</tr>
<tr>
<td>7 working days</td>
<td>2.</td>
<td>CAL final assessment methodology and assessment tools including a training package for MINOV Educational support staff on self –assessment methodology of the CAL project, data collection techniques, data processing and information analysis developed</td>
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<tr>
<td>3 working days</td>
<td>3.</td>
<td>Minimum of 3 training sessions implemented for MINOV Educational support staff on self –assessment methodology of the CAL project and data collection techniques, data processing and information analysis, and report writing</td>
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<tr>
<td>25 working days</td>
<td>4.</td>
<td>Conduct data collection, and analysis together with the MoE staff. Draft CAL final assessment report in Dutch, and a PowerPoint presentation</td>
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<td>2 working days</td>
<td>5.</td>
<td>Facilitation and implementation of stakeholders meeting on CAL final assessment report</td>
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<tr>
<td>6 working days</td>
<td>6.</td>
<td>Final CAL assessment report in Dutch and English, and a final PowerPoint Presentation</td>
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### 5. Qualifications of the consultants (Skills and Previous Experiences)
- Master’s Degree in Education, Social Sciences or a related field
- A minimum of 5 years working experience in the field of education and research, preferable in the field of (ICT in) Education
- Proven experience in development of data collection instruments, use of statistical data entry programmes (excel, SPSS or others)
- Proven experience in development and implementation of assessments/evaluations/research in the field of Education or a related field.
- Good communication skills (is able to communicate with different audiences in a multi-cultural context)
- Strong organizational and presentation skills
- Excellent writing skills in Dutch and English language
- Fluency in the Dutch and English language. Fluency in one of the local Surinamese language will be a major asset.
- Knowledge of / experience with the Surinamese education system is considered as an advantage
- Knowledge of / experience with cultures and traditions interior community is considered as an advantage
- Willingness to travel to remote areas

6. Duration of Assignment

The consultant contract will cover the period August 20th – December 20th 2015 with a total number of 50 working days.

7. Payment schedule

The consultant will be paid in 3 phases based on the deliverables as described under point 5 of this ToR.

40% of payment of fee upon submission deliverables 1 and 2, plus advanced payment of the travel costs as per planned in the Inception Report
50% of payment of fee upon submission deliverables 3, 4, 5 and 6.
10% of payment of fee upon the satisfaction of the final submissions

8. Supervision and working environment

The consultant will be directly supervised by the Programme Manager of UNICEF Suriname, but will spend at least 50% of the time working directly with and within the MINOV. The Programme Manager of UNICEF Suriname will closely monitor progress against targets and deliverables together with the MINOV/ UNICEF review committee.

9. Breakdown of budget

The consultant needs to provide proposed daily rate of the consultant fee in SRD, for 50 working days
Other Logistical expenses including travel costs outside Paramaribo and other research related cost will be defined in the Inception Report as part of the work plan.

10. Special terms and conditions

The contract will be temporary. The consultant will be expected to be administratively servicing, save in those circumstances where UNICEF approval or support is required. The following conditions are also applicable to the consultancy:

- All travel within Paramaribo is included in the fee.
- The consultant is obliged to develop a travel plan and budget for the consultancy contract period based on the TOR; the travel plan budget must be based on field visits to the 5 CAL Pilot schools in Matta, Brownsweg, Powakka, Ricanumofo and Marshall Kreek. The consultant is required to arrange the transport to the 5 CAL pilot schools and will travel jointly with MINOV Educational support. Therefore the consultant will arrange transport with sufficient space to include MINOV staff.

HOW TO APPLY:

Both Surinamese and other nationals are eligible to apply.

Applications together with 1) P11 Form, 2) financial proposal (daily consultant fee only, no travels are included) and 3) 1-2 examples of previous research and evaluation work, should be submitted via email by 3rd August 2015 to vacancyguyanasuriname@unicef.org with subject line “CAL Assessment Consultant, Suriname”.

Addressed to: The Representative
Guyana and Suriname
United Nations Children’s Fund (UNICEF)
72 Brickdam
Georgetown

UNICEF is an equal opportunity employer.

Applications will be considered only if accompanied by an updated CV and P11 form, as well as the two most recent PERs/Evaluations (mandatory for UNICEF & UN candidates).

Regret letters will only be sent to shortlisted candidates.

UNICEF is committed to diversity and inclusion within its workforce, and encourages qualified female and male Surinamese candidates from all religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of our organization.