

**TERMS OF REFERENCE**  
**Consultancy on tool development in Mathematic disabilities**  
**July – November 2021**

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## **1. INTRODUCTION**

VVOB- Education for Development- was founded in 1982 in Brussels, Belgium as a non-profit organization. VVOB's motto "education for development" reveals its overall objective to contribute to poverty reduction and to a fairer world with increased opportunities for all. The Organization's main aim is to sustainably improve the quality, efficiency and effectiveness of education and training in developing countries.

VVOB is active in Cambodia since 2004 working collaboratively with the Ministry of Education, Youth and Sport (MoEYS) in the domain of teacher training. In January 2017 VVOB, in partnership with the Ministry of Education, Youth and Sport (MOEYS) of Cambodia, started a new 5-year programme on Strengthening Math Results and Teaching (SMART). The programme aims to improve the mathematics learning outcomes of all pupils in primary education by increasing the relevance and effectiveness of teaching and learning through strengthening pre-service teacher professional development. More specifically it aims to reach following **Intermediate Results (IRs)**:

- IR1: Teacher Education Colleges (TECs) offer upgraded pre-service gender sensitive and level appropriate training in mathematics.
- IR2: TECs offer upgraded pre-service training for student teachers considering the different learning levels of all pupils, through effective classroom management.
- IR3: TECs and practice schools have an increased focus on teaching performance, gender and environment.

In the first 3 years the programme has developed a lot of guiding materials and provided training to Teacher Trainers and Model Teachers of the practice schools in Phnom Penh and Battambang. Year 4 and 5 of the programme are used to roll out the intervention to Kandal and Kampong Cham.

Due to Covid-19, some activities are likely to be changed into modules that can be reached through online learning and support. Due to limited access to internet and technology we are currently looking into different ideas to reach our direct target groups.

## **2. BACKGROUND OF THE ASSIGNMENT**

Within the current SMART programme, under Intermediate Result 1, the programme has the ambition to develop 1 tool to detect Math disabilities in primary school students and develop 2 assisting tools to support teachers in primary schools on how to deal with these Maths disabilities.

A proportion of students in Primary Schools in Cambodia, still struggle with the basic understanding of Maths and thus struggle with the follow up application of more complex maths principles, it is important for teachers to increase their understanding on the reason behind the struggle. Has the struggle to do with a disability within the student or has it more to do with the general lack of understanding the basic principles of Maths.

By developing relevant and simple tools for teachers to detect students with specific Maths difficulties (preferable by observing and analysing students during Maths class), VVOB aims to support teachers in strengthening their Maths lessons.

### 3. Expected Deliverables

At the end of the assignment the following needs to be achieved:

- A detailed analysis of existing tools on how to detect students with Maths disabilities, including an analysis of the relevance of these tools in the Cambodian primary school context and recommendations on if/how the tools could be adapted for use in Cambodia.
- A developed tool for Cambodian Primary School teachers on how to detect students with Maths disabilities in class and distance learning.
- Two developed tools for Primary school teachers on how to support students with detected disabilities in Maths in class and in distance learning support.
- A final report including the analysis, design process of the tools, guidelines for use of the tools and recommendations for the implementation of the tools.

### 4. EXPERTS

The expert needs to demonstrate an extensive understanding and experience with the challenges in Maths teaching and learning within the Primary School age group. Additionally, experience and expertise in Maths disabilities (dyscalculia, dysgraphia etc) in primary age students and tool development, as well as the relevant knowledge to develop supportive teaching materials for teachers are essential.

### 5. REPORTING REQUIREMENTS

The expert is expected to report on following activities:

- Desk review, analysis of existing tools, including clear reference to relevant tools used as resources for tool development.
- The tool development process
- The final package with 1 detection tool and 2 supportive tools on Maths disabilities for primary school teachers in Cambodia.

### 6. CONDITIONS OF WORK

VVOB in Cambodia will offer remote support to provide feedback during the process. Meetings can be organised online with relevant staff for input and discussions.

### 7. APPLICATION SUBMISSION AND DEADLINE.

To apply for the consultancy position the candidate need to send the following documents:

- A technical proposal specifying concrete approaches to be taken.
- An up-to-date CV of consultant and its members (if any).
- A motivation letter highlighting strengths and suitability for the consultancy.
- A workplan describing the main activities that will be undertaken, including proposed number of days.
- A budget, including all costs involved.
- A proven document/reference of relevant experience and expertise
- The application must be submitted by email to [chanveasna.chin@vjob.org](mailto:chanveasna.chin@vjob.org) by 15 June 2021 COB Cambodian time.

### 8. Selection criteria and procedures

Submissions that meet the eligibility criteria and application requirements will be reviewed by VVOB and ranked on the following criteria:

#### Technical part:

- Consultants' qualifications on the basis of previous relevant/similar work, CV's (maximum 40 points)
  - Proven experience with and knowledge of challenges in math teaching, preferably in the context of Cambodian Primary Schools

- Proven experience with and knowledge of tool development for detection and supporting students with math disabilities
- Consultants' motivation highlighting its suitability and strengths to carry out the assignment following the methodology set out in the terms of reference (maximum 10 points)
- Proposed Approach and workplan, highlighting possible methods and tools to carry out the assignment (maximum 20 points)

**Financial part:**

- Price (maximum 30 points): calculated as:  $30 \times (\text{price lowest proposal} / \text{price proposal})$

VVOB will establish an internal committee (Steering Group) to evaluate and rank the received proposals based on the above criteria. If deemed necessary or advisable, VVOB may decide to further negotiate the proposal with one or more service provider in one or more rounds. These negotiations may result in an adapted proposal by the consultant and subsequent modifications in evaluation and ranking of the proposals by the committee.

All qualified consultant will be notified about the final decision. The consultant with the winning proposal shall be offered a contract stipulating standard VVOB contract terms and the Terms of Reference.

VVOB reserves the right to re-advertise or cancel the Terms of Reference in case no suitable proposal was received.

**9. CONTACT FOR FURTHER INFORMATION**

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