

**TERMS OF REFERENCE (TOR)  
FOR THE PROVISION OF TECHNICAL ASSISTANCE SERVICES  
TO SUPPORT CERD  
IN DEVELOPING DISTANCE LEARNING MATERIALS AND SYSTEMS  
AS PART OF ITS URGENT RESPONSE PLAN**

**TITLE:**

Working with	The Center for Educational Research and Development (CERD)
Reports to	<i>CERD President and OPM Project Director</i>
Contribution to Output:	The Center for Educational Research and Development (CERD)
Approved by CERD President:	Yes

**SCOPE AND DESCRIPTION OF THE TASK**

In recent years, Lebanon has become the country with the highest refugee per capita in the world. Officially, there are more than 1.5 million registered Syrian refugees in Lebanon, a third of which are school going aged children. In 2013, the Government of Lebanon (GoL) opened a second-shift in its public education system to cater for the enormous numbers of refugee students. In 2017/2018, non-Lebanese students outnumbered Lebanese students in the public education system. The responsibility for educating all these students resides with the Lebanese Ministry of Education and Higher Education (MEHE) who, alongside external donors, launched the Reaching All Children with Education II (RACE II) programme in 2016.

The World Bank (WB) and GoL, especially the Ministry of Education and Higher Education (MEHE) and the Centre for Education Research and Development (CERD), designed Support to RACE II (S2R2) to deliver on significant parts of RACE II as the strategy relates to the formal education sector. S2R2 is designed to complement other work developed to support RACE II, such as activities planned and implemented with UNICEF, UNHCR and UNESCO.

The UK's Department for International Development (DFID) Lebanon's contribution to the education sector includes support to S2R2 as well as the provision of a technical assistance team

to MEHE and a separate team to CERD. In March 2018, a three-year technical assistance project was awarded to Oxford Policy Management, which expanded an existing TA facility to serve MEHE and CERD priority areas to achieve the objectives of RACE II. The TA team supports the GoL to deliver the immediate objectives of the S2R2 programme while building the capacity, systems and processes which underpin a medium-term sector development strategy.

## LEVEL OF EFFORT

### 1. Objectives and deliverables

#### BACKGROUND

As per HE Minister Majzoub's request, MEHE and CERD are launching a national distance learning response plan for public schools. This is in direct response to the coronavirus outbreak in Lebanon which has enforced the temporary closure of all schools across the country.

The plan consists of providing students with various avenues of learning, from conventional distance learning, to recorded TV sessions aired on national TV based on an announced schedule, to providing learners and teachers with access to delivery platforms and local and international libraries of interactive digital content, mapped to the specific topics and subjects of the Lebanese curriculum at all levels, all the way to delivering synchronous live online classrooms bringing students and teachers together in real-time.

CERD's contribution to this plan includes:

- A) **The CERD Learning Portal:** this is a local and international library of interactive online lessons and digital resources. Such international and local digital content is mapped to the topics of the Lebanese curriculum at various age groups.
- B) **Development and filming of audiovisual content:** the pedagogical and instructional design assistance to the TV recorded sessions production, producing a major part of these sessions, and providing Quality Assurance (QA) checks on the academic content and instructional design approach and implementation, in addition to hosting the recorded sessions on a YouTube channel.
- C) **The virtual classroom:** Packaging them in interactive trackable modules that are hosted on a specialized Learning Management System (LMS). These learning delivery platforms shall be integrated with Microsoft Teams, a virtual classroom and collaboration environment provided by MEHE via special arrangement with Microsoft.

Component B and C above should be integrated through a single-sign-on (SSO) API connection. And may be delivered together through sophisticated learning delivery platforms, including Learning Management Systems, Collaboration Tools, and Assessment Tools.

In order to provide this integrated solution, a highly dedicated and specialized technical team is needed at CERD, in order to finalize the setup and integration of all required platforms, solutions and content, and to perform operations management and provide maintenance and support services for a period of three months. After this point, the system should be fully functional and able to be managed and maintained by CERD staff.

Currently, CERD has a number of suppliers, including Learnetic, Tabshoura, Habib publishers, Ages of Learning. Others such as Britannica and Rosetta Stones are in the pipeline. Integrations will be done from the beginning with the platforms of all these suppliers, in addition to G Suite and Microsoft Teams, and any other supplier/platform acquired during contract period.

#### **HUMAN RESOURCES REQUIRED AND RATIONALE**

Based on the above background, the functions required by CERD to fulfil its contribution to the project are the following:

1. Recording short Lessons to be delivered by TV, YouTube, LMS or Virtual Classroom. (including training teachers how to design instruction materials and how to produce these lessons and how to use them during delivery).
2. Designing interactive exercises to be added to the recorded sessions and hosted on LMS for students tracking, and providing teachers with support during delivery.
3. Mapping international content to the topics of the Lebanese curriculum, and hosting them on an LMS, and use them as part of the delivery model, for students self-learning and/or for teachers to use during producing recorded sessions, or during interacting with their students via virtual classrooms. This includes training teachers and providing them with technical and pedagogical support during actual delivery.
4. Managing and supporting LMS offering of digital interactive resources to enrich the learning experience and provide students with various modes of learning.
5. Managing collaboration environments such as G Suite, or using virtual classes such as Microsoft Teams, and utilizing various digital resources during these types of communication with learners, as well as training teachers on best practices and supervising their performance and providing them with technical and pedagogical support.

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This request is generated as an emergency plan in line with the national education response plan. The nature of the need requires an immediate support of an EdTech firm to provide a group of specialized experts who can join efforts with CERD response plan team allowing to develop in the best timeline the National Online Education Response Plan.

The contracted organisation will appoint one Project Manager to manage the entire implementation of the project and to ensure that the project remains within the agreed budget and timeline. To avoid interruption of project operations or any delays, a Project Manager should continue in position for the duration of this contract

The needed services, assistance and profiles are detailed as per the deliverable and end result technical service table.

## **WORKING RELATIONSHIP AND STATION**

The consultant team will work from CERD in co-construction with CERD assigned teams. To date, CERD has responded to school closures in the following ways:

- CERD has mobilized all its entities and most of its staff to work on the National Education Response Plan (NERP). To name a few, four CERD teams were formed and are already working on the content development, production, delivery and training – as follows:
  - CERD-JAD (Joint Academic Departments) are responsible for content development and Content Quality Assurance and for authoring;
  - CERD-PITB (Pre and In Service Training Bureau) role is to ensure the readiness of all teachers and educational staff. They will handle the preparation of the training content / material and the delivery of trainings on the new applications, portal and on the academic model and approach;
  - CERD-EIMSB (Educational Installations and Materials Support Bureau) handles the production aspects through streamlining and harmonizing the produced content in order to have a common look and feel and structure;
  - CERD-TUs (Technical Units) ensure CERD's infrastructure readiness for supporting the NERP.

All in all, CERD has more than 130 team members already working on the NERP and taking the education system on a fast-track digital learning path.

Mode of operations:

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- Creating mixed working groups between CERD assigned teams and the bidder's technical team allowing:

- A common understanding of the spirit and vision of the project allowing optimal and agile project solutions and scenarios
- A holistic approach of end deliverable and a better synergy between teams (CERD and Bidder's team)

- Setting review committee(s) led by CERD at each important milestone and for each type of deliverable. These committees are entitled to request:

- the needed amendments to ensure top-notch quality of deliverables
- replacement of a specific expertise in the bidder's team

## 2. TASKS, DELIVERABLES AND TIME FRAME

<b>Technical Service Description</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
<b>Milestones for Component 1: CERD Learning Portal:</b>												
a- Publish learning portal for all grades, subjects and topics with all provided links			X			X						
b- Develop a backend database system to host the links to all learning objects from various content providers												
c- Ensure user-friendly access protocols for e-learning platforms, including but not limited to CERD, MEHE, CERD trainers, DOPS counsellors, school administrators, principals, teachers and students.		X				X						
d- Integrate the CERD Learning Portal with the LMS		X										
e- Monitor performance of the various components of CERD Learning Portal, including reports to tracking of data at school, teacher and student level						X			X			X
f- Ensure adequate provision for the hosting and security of the CERD Learning Portal		X				X						

<b>Milestones for Component 2: Recorded Video Sessions for TV/LMS</b>	Wk1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
a- Produce the final TV films, after appropriate quality assurances (pedagogical and technological) to be aired on TV.						X						X
b- Upload all content onto dedicated CERD YouTube channel						X						X
c- Supplement recorded content with appropriate trackable interactive materials and make available on CERD LMS								X				X
d- Cycles of training to trainers, teachers, and technical teams, LMS management, monitoring and prompt/feedback mechanisms.			X			X			X			X

<b>Milestones for Component 3: - Setup and Operation of the Learning Management System and Learning Portal (k-12)</b>	Wk1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
a- Setup and integration with CERD Learning Portal		X										
b- Define user models to fit the structure of Lebanese Schools, teachers and learners, and architect the respective dashboards		X										
c- Integrate the users management module with the Login module at CERD Learning Portal and with MEHE's users database			X									
h- Train of Trainers on how to utilize the LMS as a teacher, and how to add teachers own content, and manage relationship with individuals and groups of learners			X			X			X			X
d- Supervise teachers' performance and provide technical and instructional design support			X			X			X			
e- Design and produce customized and standard reports on a scheduled and ad hoc basis			X			X			X			X
f- Discover anomalies, difficulties, weaknesses and crises that require immediate intervention, and design and execute such interventions as needed			X			X			X			X
g- Expand the digital library by adding new content provided when necessary, and add it to the LMS			X			X			X			X
h- Create an open space for teachers of the same material across to allow them to develop their own learning resources and post them for peer review and synergy.						X						
i- Transform some of the recorded live classrooms delivered through MS Teams into supportive digital learning material, make it more interactive and add it to the CERD verified content available on CERD LMS			X			X			X			X
j- Provide teachers training on how to utilize CERD Learning Portal material to boost scheduled live classrooms via MS Teams and to enrich TV pre-recorded sessions						X			X			

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k- Setup and management of G Suite for Education from Google and provide the appropriate training for ToTs and Teachers on how to use its various applications in a distance learning context			X		X		X			
l- Integrate G Suite with LMS and CERD Learning Portal Login Module and MEHE's users Database			X							



## 6. PROFILE AND SKILLS

### **Company/ Bidder's profile**

- Minimum 5 years in educational technology
- Expertise in setting up and managing learning delivery platforms and online content
- Expertise in systems integration and cloud-based learning solutions
- Expertise in project management and working under crisis

### **Team Qualifications and Competencies**

#### ***Common Competencies***

- Technical expertise in online education systems setup and management
- Knowledge in educational technology and teaching skills
- Customer orientation
- Quality focus
- Innovation
- Conceptual thinking
- Coaching skills
- Excellent communication and inter-personal skills
- Result orientation

#### ***Common Qualifications***

- Bachelor is required. Master is a plus
- Minimum 8 years' experience in educational technology projects. Experience with the Lebanese public education system is a plus
- Fluency in Arabic and English. French may also be advantageous

#### ***Team Specialisations***

Suggested roles in the team for bidders to draw from:

- Senior Developer: 10-year experience in software development and systems Integration and administration. Cloud hosting, security, and system architecture proven knowledge are a plus.
- Senior Content Development Expert: 10-year experience in educational content development projects. LMS and instructional design knowledge is a plus.
- Instructional Design (ID) Expert: 10-year experience in instructional design and educational digital content development. LMS and authoring tools knowledge is a plus.

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- Content Packagers: 8-year experience in the use of authoring tools to assemble and package SCORM and HTML5 educational content. Storyline 360 and Captivate knowledge is a must.
- Content Programmer: 8-year experience in programming and script writing for web and content development. LMS and authoring tools knowledge is preferred.
- LMS Expert: 8-year expertise in setup, customization, and management of learning management systems. Moodle knowledge is a must.
- Database Developer: 8-year experience in database design and administration. Modern database architecture knowledge is a must. Big Data Analytics knowledge is preferred
- Web Designer: 8-year experience in innovative dynamic response web portals. Experience in mobile design is a plus.
- Graphic Designer: 8-year experience. Experience in Adobe suite of tools is a must.

The Bidder may suggest additional needed functions/profiles and they shall specify the needed numbers per function, based on their expertise and suggested work plan.

Bidder must secure a replacement of any of the profiles in case of absence to avoid interruption of work or any delays.

In the case of underperformance, replacement of any of the above profiles may be necessary.

## **7. Training and Transfer of Knowledge**

Coaching and train the trainers activities will be provided by the bidder team as per the technical service description sheet under Tasks and deliverables section, in close collaboration with CERD's assigned team and concerned functions.

Co-working is a key condition of this contract and is on that CERD will prioritise in the assessment of bids. However, in light of the urgency of the intervention, it is not practical for there to be a lot of formal training conducted in this programme. Instead a 70-20-10 model is proposed whereby 70% of the skills transfer is completed through on-the-job related learning; 20 % from the exchanges, interactions and reflections with experts and a minimum of 10% for formal training that is expected in this crisis context.

The bidder is expected to suggest a swift and implementable action plan based on the above.

## **8. Reporting**

**Progress Reports.** The bidder shall organise weekly update meetings and provide a bi-weekly progress status report that includes current progress against the project plan,

itemize the activities accomplished versus the previous progress report, the specific activities planned for the following week, and any problems which have occurred or are anticipated. Progress reports will be prepared by the Bidder and to be presented to CERD's President.

**Completion Reports.** The bidder shall report on the completion of each part/phase and on the final completion.

All required corrections/comments should be completed within 48 hours from feedback.

## **9. Acceptance and approval of deliverables**

CERD will be responsible for the receipt and approval of each of the deliverables as per the deadlines mentioned under section 2: TASKS, DELIVERABLES AND TIME FRAME.

The review committee(s) from CERD will include experts and the contract manager of the OPM TA team; their responsibility is to assess the work done at each important milestone. This committee having the right to ask for needed changes whether on deliverable or the expertise of the bidder's team.

CERD shall assign a review committee per type of deliverable for the final receipt.

It is up to a CERD-led committee to validate and accept the quality of the deliverable. All required corrections/comments should be completed within 48 hours from feedback.

## **10. Payment Schedule**

Payment will be made upon completion of each of the main projects sprints – only after the deliverables have been validated by the review committee and amendments to the deliverables made accordingly.

Four payments will be made based on the below four sprints:

- Sprint One (week 1 to 3) - Set up phase
- Sprint Two (Week 3 to 6) - Piloting Phase
- Sprint Three and Four (week 6 to 9 then 9 to 12) - Operations, Support and further Content Development

The bidder is requested to share a payment plan proportionate to the level of efforts for each of these sprints alongside their suggested work plan.

## **11. Copyrights**

Intellectual Property Rights embedded in the Recorded sessions and developed front end platform and produced Content remain vested in CERD full and exclusive ownership.

## 12. Confidentiality

The Contractor shall keep confidential all information which comes to their knowledge during, or as a result of, the implementation and execution of this project and in accordance of an NDA and non-circumvent agreement to be signed with awarded bidder.

## 13. Evaluation of bids

CERD and OPM TA teams will conduct the evaluation of the proposals based on the following evaluation criteria:

Technical Score (St)	Score out of 100	Weight 70%
Quality of the Proposal	25	
Bidder capacity and Team profile	30	
Similar experience in integrated online learning projects	30	
Demonstrated ability to mobilise quickly – both operationally and in terms of building on foundational knowledge of the Lebanese education system, CERD and the current COVID-19 situation	15	
Financial Score (Sf)	Score out of 100	Weight 30%

Proposals are ranked according to their combined technical (St) and financial (Sf) scores using the weights:

$$S = St \times 70\% + Sf \times 30\%$$