

Terms of reference to elaborate an educational diagnosis in Cambodia



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1. Introduction

Fe y Alegría is an International Movement of Integral Education for all and Social Promotion, whose action is mainly addressed to impoverished and excluded sectors, in order to encourage their personal development and social participation. It is present in more than 20 countries on 3 continents. On February 20, 2019, the Committee of Fe y Alegría Cambodia was officially created to foster the implementation process of the movement in this country.

That is the reason why there is an interest in working on a diagnosis of the educational situation of the country to provide inputs and help in the elaboration of the educational strategy to be followed by Fe y Alegría in this context.

The present terms of reference gather the objectives to achieve with this diagnosis, the products requested and necessary characteristics to carry out this process.

2. Who are we?

On February 20, 2019, the Fe y Alegría Cambodia Committee was officially formed to drive the implementation process of the Movement in the country. The three main actors around which the exploratory phase in which Fe y Alegría is currently involved are represented in this committee.

These three actors are: Battambang Prefecture (Karuma Battambang - KBO), Jesuit Service Cambodia (JSC) and Xavier Jesuit School (XJS).

These actors are supporting a network of 33 public primary schools located in rural areas of the provinces of Banteay Mean Chey and Battambang.

For the exploratory phase Fe y Alegría in Cambodia is working in 10 out of the 33 schools.

Out of these 10 schools: 1.626 are students (790 girls and 836 boys) and 59 are teachers (29 women and 30 men). 5 schools are under the umbrella of KBO and the other 5 schools are under the umbrella of JSC.

3. Diagnosis objectives

With the intention of understanding in depth the educational situation of the country and the existing needs and gaps, we want to carry out a diagnosis that will provide us with inputs for decision making and advance in the process of Fe y Alegría in Cambodia. In particular, this diagnosis will be used as input to: a) define the educational strategy of FyA in the country (delimitation of geographic areas, definition and delimitation of action lines, etc.) and b) define the institutional model to follow.

In this way, it is necessary to elaborate a diagnosis at three levels:

1) General description of the educational situation in Cambodia.

This level entails collection of significant data and indicators that are useful to analyse the current situation of education in Cambodia, for example:

- School population rates by grades/years, access, school dropout, learning results, etc.
- Student profile (students with special educational needs, gender, age, etc.)
- Number of schools, teaching staff (student ratios, profile - gender, age, experience, etc.), public financial resources assigned to education, etc.
- Mapping of relevant actors in the Cambodian education system.
- Mapping of the country's public educational policies.

2) Specific information on the educational situation in the following Provinces: Battambang and Banteay Meanchey as first priority provinces and, Siem Reap and Preah Vihear provinces to explore.

At this level of the diagnosis, it will be necessary to search for more specific quantitative and qualitative information which answers questions such as:

- Who are the most vulnerable people in the current educational system and what is their educational situation regarding access,

permanence and quality? Regarding to access specially focus on Pre-school; Primary and Vocational training.

- What socio-economic, ethnic and geographic educational gaps exist in education?
- How is inclusive education for people with disabilities addressed?
- What strategies are implemented to promote gender equality?
- Do educational proposals include a solid approach on ecology and environmental awareness? How is this integrated into the curriculum and school activities?
- How is active and critical community participation in the educational process encouraged? Is any popular education or similar approaches used to involve different actors in educational decision-making and in programme implementation?

3) Institutional Analysis and recommendations for the educational model of Fe y Alegría in Cambodia.

- Mapping of key local actors involved in Fe y Alegría Cambodia and consultation with them on the institutional model that should exist, aspects to be considered.
- Consultation with actors with experience and knowledge of institutional models in the Fe y Alegría movement.

The product of this level must be a compilation of recommendations, suggestions and points to consider (advantages and disadvantages/strengths and weaknesses) for the institutional model of FyA Cambodia, as well as lessons from emerging FyAs.

4. Methodology

The diagnosis to be conducted must:

- a) Collect public information on education in the country in general and in Battambang and Banteay Meanchey in particular.
- b) Apply quantitative and qualitative techniques to know the educational situation in Battambang and Banteay Meanchey.
- c) Conduct interviews with staff of Fe y Alegría and associated organisations.
- d) The methodology applied must include a **gender approach**, promoting active participation of women and men, generating scenarios where the presence of the debate is well-balanced, and

analysing the information collected differentiating between men and women.

The design of the diagnosis will be elaborated by the external team in consultation with Fe y Alegría. The final design to be applied must be approved by the International Federation of Fe y Alegría before starting its application.

5. Work plan and expected products

- 1) **Design phase.** It should deepen the understanding of the object of the diagnosis, develop the methodology to be applied and the specific work plan.

Product required in this phase → Design report of the diagnosis containing at least:

- Objectives.
- Methodological approach.
- Research techniques to be applied and profiles on which to apply them.
- Identification of secondary sources of information to be revised.
- Work schedule.

This design must be approved by the International Federation of Fe y Alegría before being implemented.

- 2) **Field work.** It entails the application of the planned methodology.

- 3) **Analysis and elaboration of the diagnosis report.**

Product required in this phase → Report containing at least:

- General description of the educational situation in Cambodia (most significant statistical data, educational policies, mapping of relevant actors).
- Educational situation in Battambang and Banteay Meanchey. Coverage and education gaps.
- Recommendations on the institutional model.

A draft report must be submitted prior to the final report.

- 4) **Discussion of the results of the diagnosis.** It includes a presentation of the diagnosis results before FyA

Phases	2024						
	June	July	August	September	October	November	December
Recruitment of the external team and creation of the work team							
Diagnosis design							
Field work							
Analysis and drafting of the report							
Presentation and review of the draft							
Submission of final diagnosis report							
Discussion of results							

6. Diagnosis management

It is particularly important to carry out this process with the participation of Fe y Alegría staff, the actors that constitute the Fe y Alegría Cambodia committee and other actors that are under the umbrella of the Jesuit Mission in Cambodia. Therefore, the diagnosis will be conducted by forming a **mixed work team** with the following roles and responsibilities:

- **Management Unit**, composed by International Federation staff. It will be in charge of contracting the product, supervising every phase of the diagnosis, maintaining coordination with the external team, managing those aspects necessary for field work, as well as providing information that may be needed, promoting participation and ensuring that the work is carried out under quality criteria.
- **Personnel from the different Fe y Alegría and Federative Initiatives:** a sample of people will be involved to guide the process and to collect useful information for the diagnosis.
- **External team:** will be in charge of carrying out the diagnosis and products indicated considering comments and suggestions from the Management Unit.

7. Assignment premises

This section seeks to establish some professional and ethical requirements to be achieved by the external team, such as:

- Anonymity and confidentiality. The diagnosis must respect people's right to provide information ensuring their anonymity and confidentiality.
- Responsibility. Any disagreement or difference of opinion that may come up between team members or contractors regarding the conclusions must be mentioned in the report.

- Integrity. The external team will have the responsibility to highlight issues not specifically mentioned in the Technical Specification Sheet if it was necessary to obtain a more complete analysis of the intervention.
- Incident. In the case of appearance of problems during the field work or in any other phase of the diagnosis, these must be communicated immediately to Fe y Alegría. Otherwise, the existence of said problems will not be used in any case to justify not obtaining the results established by Fe y Alegría in the present Technical Specification Sheet.
- Validation of information. The external team is responsible for guaranteeing the veracity of information collected for the elaboration of reports and will ultimately be responsible for the information submitted in the Diagnosis report.
- Penalty system. In case of delay in the submission of reports or in the event that the quality of the reports delivered is manifestly inferior to that agreed with Fe y Alegría, the external team will abide by the arbitral decision and, in case of it being referred, the corresponding discount in the payment of the service.
- Intellectual property and disclosure. Intellectual property of the methodology and the products elaborated as a result of the diagnosis will belong to the entity contracting the evaluation (International Federation of Fe y Alegría). Disclosure of information collected and the final report is prerogative of the International Federation of Fe y Alegría.

8. Work team profile

To conduct this diagnosis, a person or team that meets the following requirements is required:

- It is essential to have knowledge and provable experience in social research, especially in the education sector.
- Have provable experience in conducting educational diagnosis.
- Knowledge and experience in the education sector, especially in education policies in the region.
- Training and provable experience in gender equality and in application of gender perspective in diagnosis.
- It will be highly valued if the team or any of its members is personnel residing in Cambodia.
- Proficiency in English. Knowledge of Khmer and Spanish will be highly valued.
- Availability during the whole commissioning period, especially for field work, work meetings and the return of results.

The team must detail the responsibilities and charges of each member, as well as have a coordinator who acts as a contact person with the Management Unity and is responsible for final work. This person will be obliged to communicate to the Managing Unity any changes that come up in the team and during the work.

9. Budget and form of payment

A total amount of 38,500 dollars is provided for all the phases of the diagnosis. This budget includes taxes and all expenses associated with field work, this is, flights, accommodation, translations, ground transportation and any other expenses required.

Payment for services will be made in four instalments. The first will be 10% of the budget upon signature of the contract with the external team. The second will be 30% of the total upon approval of the design. The third will be 30% of the total upon submission of the definitive final report. And the remaining 30% upon finalisation of the discussion phase of the results.

The offers submitted are required to contain an economic proposal by phases and products as detailed as possible.

10. Submission of the technical offer

The submission of the offer must be done by e-mail and the content must be referred, at least, to the following sections:

- a) Methodological design as a hypothesis.
- b) Work proposal to apply the methodology.
- c) Detailed budget according to the phases and products required.
- d) Professional curriculum vitae of the evaluation team detailing the required experience.

The deadline for submitting the offer is 10th July 2024 and must be done by e-mail to the following contacts:

- fya.coordinator.cam@gmail.com
- fya.assistant.cam@gmail.com
- pl.dafonte@entreculturas.org

In general, any complementary information can be requested to those addresses.