



Terms of Reference

**Co-facilitators for workshop on
innovative methods for
preschool education**

Deadline: October 30th, 2019

1. General Provisions

1.1. Contracting Authority / Tendering Organization

This call is issued by VVOB Vietnam, represented by its Programme Manager, Mr. Wouter Boesman.
Address: No 3-5 Nguyen Binh street, Hoa Cuong Nam ward, Hai Chau district, Danang City, Vietnam

The call will be followed up by Ms. Nguyen Thi Chau, Education Advisor. All correspondence with regards to the content and procedure of this call should be sent to Ms. Nguyen Thi Chau via email: chau.nt@vjob.org, and Cc to duy.ndk@vjob.org.

1.2. Background on the organization

VVOB – education for development is an organisation with head-office in Belgium with more than 35 years of experience in sustainably improving the quality of education systems across the world. VVOB has received support for this from multiple leading funding partners, adding up to a total annual budget of over 13 million euros. VVOB reinforces the capacity of ministries of Education and their institutions to implement their education policies as effectively as possible. This guarantees the sustainability of results. The geographical, thematic and operational choices VVOB makes in each programme are informed by relevant research and the policy priorities of VVOB’s partner countries and formulated in partnership with their governments.

From 2017 to 2021, VVOB Vietnam is working on an early education programme financed by the Belgian Development Cooperation in close cooperation with the **Departments of Education and Training (DOETs) of Quang Nam, Quang Ngai and Kon Tum provinces** in Central Vietnam. The programme aims at improving the quality of teaching and learning of all 3-to-5-year-old children in preschools. More specifically, it focuses on enhancing the knowledge and skills of the DOETs to strengthen the capacities of preschool teachers and school leaders to **mitigate children’s barriers to learning and participation** (e.g.: barriers related to gender, environment, culture, language,) for better participation and well-being. VVOB supports targeted disadvantaged and ethnically diverse districts to enhance their needs-based and school-based **in-service teacher professional development** towards processed oriented child monitoring and reflective learning communities in preschools.

Since June 2019, VVOB is implementing a one-year pilot project in Da Nang **with the following Overall Objective** “Equip the education system practitioners in Da Nang and Vietnam with a deeper understanding of the urban barriers to learning in the early years in economically challenged communities and to establish a community of practice that will contribute to the education system’s capacity to adapt to the fast-changing realities in society” through the project “Communities of practice Inspiring Teaching Innovations in the early Education System in Vietnam (CITIES)”.

2. Technical Provisions

2.1. Context

This Term of Reference is made to call for two national experts to collaborate with two international experts to facilitate a workshop on innovative methods (i.e. applied theatre, arts) to address typical urban barriers to learning in the early years as part of the CITIES project.

Below is information on the context of preschool education in general and in project area particularly.

This is a 1-year pilot project (June 2019 – May 2020) that is likely to be followed by a 1-year upscaling project. The specific objective is to identify key urban barriers to the early learning of 3-to-5-year-old children in the Son Tra district of Da Nang and pilot an experiential educational model in 6 public and 2 private pre-schools.

Da Nang is a fast-growing city (new industrial sites, industrialisation of the harbour and fisheries) creating specific social challenges for children's development – such as traffic safety, children spend long days away from parents without proper after-school facilities, etc. This context factors are barriers to children's learning, and it is assumed the city has a number of very specific barriers that are different from the more rural areas of the country.

While the analysis of these urban barriers is ongoing, experiences from other contexts indicate towards elements such as limited time for parents to engage with children due to work, reduced parental well-being, limited clean, green and safe spaces for playful learning, new technologies replacing meaningful interactions with others. Many children only attend school in production seasons (fisheries), children spend long days away from the parents without proper after-school facilities (industrial production), 90% of newcomers to the city taking resort in private services of pre-school care, school feeding schemes face challenges to include sustainability and health guarantees.

The urban challenges affect the learning opportunities of children within society (outside of school hours): if parents are very busy and often absent, the child-adult interactions are very limited. If green places are rare, free play opportunities will be very limited. If children are rarely expected to 'plan' their own time and are rather shuttled between activities, they have no opportunities to become in control of their own learning.

Additionally, there is the paradox of the urban context offering more opportunities for diversified inputs into the child's development (cultural, entertainment, learning materials, international exposure, ...) but the restricted freedom of urban children to move around the city and the scarcity of "free time" parents and children have, limits their opportunity to benefit from this.

All the above adds to the importance of early childhood education centers to offer diversified learning opportunities to compensate for the loss of such 'real life' learning that children may experience in

more rural settings. In example: the lack of green spaces for free play in densely populated cities may require the schools to offer more free-play opportunities in green spaces – however this is in stark contrast with the tradition in Vietnamese schools to offer education almost exclusively ‘intra muros’.

VVOB Vietnam and its partner (Da Nang Education and Training Department) are applying the process-oriented child monitoring approach¹ to improve performance and effectiveness of preschool teachers to help children cope with the changing urban environment. This because the classroom is where many of the interlinked societal evolutions that impact children come together while teachers have not been trained to deal with them. If teachers can better respond to what happens outside the school, they will be able to leverage the many hours a child spends at school to contribute to the child’s development in relation to family and the urban society.

The project is designed to reach 3 outcomes. This call is expected to contribute to achieving specifically outcome 1: Educational officers, teachers and school leaders have increased capacities to deal with barriers to learning.

The activities related to this outcome are described below, this term of reference is linked to activity no 6:

No.	Project Activity	Objective	Time	Resource for the consultancy
1	Training and coaching on child observation skills	Teachers know how to observe children using POM	July and Aug. 2019	Report and results of class screening
2	Training on analyse barriers of children on low level of well-being and involvement. Application of action points Coaching while teachers are applying	Teachers apply action points to improve well-being and involvement of children	Oct. – Dec. 2019	Report and some practice of applying action points
3	Study visits to preschool in Quang Nam and Hanoi: learn on application of POM, learning through play		Nov. 2019 and Jan.2020	Report

¹ Process oriented child monitoring approach is an experiential education method which help teachers observe level of well- being and involvement of children, identifying barriers to learning and participation of children and to adjust their activities based on 8 action points in order to ensure deep learning of the children.

4	Analysing of barriers related to learning and participation of children (incl. field survey)	Recognise different barriers not only within classroom but also outside environment	Nov. – Jan. 2019	Report
5	Workshop to review application of the action points	Gather good practices	Dec 2019	Report
6	Visit and workshop on innovative methods by international experts	Teachers acquaint new methods and plan for application	24 - 29 Feb. 2020	
7	An analytical workshop led by the University of Da Nang			

The expected results of these activities are that the participants will have:

1. Developed capacity to monitor whether all children are learning and to analyse the barriers to learning that are specific to the urban setting.
2. Developed capacities and methods to deal with barriers to learning and to guarantee all children’s wellbeing and involvement in a classroom setting.
3. **Developed capacities to increase the children’s resilience to deal with the urban living context and challenges as part of their holistic development*.**

This assignment aims to contribute to achieving result 3(*): **Develop capacities of participants/preschool teachers to increase the children’s resilience to deal with the urban living context and challenges as part of their holistic development.**

Vietnam preschool education is focussing on 5 development domains for holistic development: Physical health, cognitive, language, emotion and social skills, aesthetic education. We expect the experts to design a workshop with focus on development domain “emotional and social skills”. The detailed curriculum on this development domain is attached.

Within this developmental domain, teachers usually organise activities in classroom like role play (usually in 4 corners according to themes), drawing, storytelling and discussion on content of the story to educate children on attitude, behaviour and cognitive, singing and performance/drama. Activities can be organised in plenary or in (4) corners. Teachers are encouraged to organise these activities in form of games (though in practice these are strongly teacher-led activities). For cognitive skills, teachers organise directed learning activities that are often not age-appropriate (official encouragement for teachers to use playful learning methods are seldom put into practice).

2.2. Objectives and scope of the consultancy

This call is seeking to select 2 national experts in applied artistic practices/interactive theatre methods to address societal barriers within classroom setting. Roles of the national experts is to collaborate with international experts (who take lead) to (1) prepare and (2) deliver a 2-day workshop for a group of 38 teachers, school leaders and educational officers (ministry, city and district level). Focus of the national experts will be on practical side. Based on theory and international experiences provided by the international experts, the national experts will discuss on how to translate this into guided activities for the teachers and will lead facilitation of these activities during the workshop. National experts are expected to be very actively involved in the design of the flow and activities of the workshop – online communication in the weeks before and live-meetings in the days before the workshop with the Belgian experts is required.

The intended objective of the workshop is that participants are exposed to innovative methods and acquire knowledge and skills on how to use applied artistic practices/interactive theatre methods to build emotion and social skills/resilience of children that grow up in an urban context.

The intervention could be focussed on activities in or outside the classroom, or even school neighbourhood and/or involving the community

This could include:

- storytelling murals
- design for play everywhere
- temporary play streets
- storytelling in the park
- behavioural prompts for caregivers
- play with natural elements

The VVOB experts will be available to finetune the intervention together with the experts in the weeks before the visit to Da Nang, Vietnam.

The national experts are also expected to give inputs (i.e. initial observation and suggestions for application) in an analytical workshop² facilitated by Da Nang University in the following day of the 2-day workshop. The objective of the analytical workshop is to come up with conclusions how these innovative methodologies are applicable for preschool education in Da Nang particularly, and in Vietnam generally. Inputs are expected from the national experts would be (but not limited) what and how innovative methods could be applied in Vietnamese schools.

VVOB Vietnam is looking for international experts and will connect the national and international experts to prepare for the workshop. CITIES project staff will be responsible to provide translation support during the workshop with Vietnamese participants.

VVOB staff will provide available information and documents upon request. VVOB is also responsible for logistic preparation for the workshop.

² Please also see TOR for the analytical workshop for further information.

2.3. Methodological requirements

The national experts will work closely with international experts and in consultation with VVOB staff to have common understanding and agreement about the workshop. Sessions on skype/ZOOM before the visit of the international experts to Vietnam will be facilitated by the CITIES project team.

In line with the objective of VVOB's education programme, the workshop will apply an active teaching and learning approach. The experts need to take into account that many participants may have very limited understanding of how emotion and social skills can help to increase children's resilience. In addition, attention must also be paid to learning styles and behaviour of participants in earlier project activities³ as well as their limited capacity to transpose workshop content to practical activities in classroom of the teachers independently.

The flow of the workshop would help teachers to:

- Know theoretical basis of innovative methods
- Give guidance to apply in specific cases
- Understand importance of resilience for holistic development of children living in urban context
- Be able to use performance, art therapy e.g. drawing, music, improvisation, applied theatre,... in their daily practice

As with all VVOB interventions, this assignment does not only seek to introduce new pedagogical methods for teachers to use but should include an inherent link for teachers to be open to sharing and learning from each other and with each other (collaborative learning). VVOB experts will assist the artistic experts to design the activities accordingly.

All communication and documentation with VVOB are preferable in English.

2.4. Deliverables and Timeframe

TASK	2020			OUTPUT
	Jan.	Feb.	Mar.	
<p>1. Preparation of workshop outline</p> <p>National experts will give inputs to rough outline on approach of the workshop, what objectives are, what and which type of activities to conduct and which materials to use - initially prepared by international experts.</p> <p>This outline will also be consulted with VVOB to have agreement for fully preparation in Feb. 2020.</p>	1 day			1.1. Written inputs and verbal discussion toward draft workshop outline including suggested approach, objectives, activities and material(s).

³ Teachers/participants are not spontaneous or open in (big) groups, public place.

<p>2. Preparation facilitation plan and materials incl. handout if applicable</p> <p>Work with international experts (leading persons) to further elaborate the outline of the workshop into the 1st draft of facilitation plan, materials and handout. Agree with the international workshop on further tasks before having the final preparation. VVOB will be consulted during this process. 24-25 Feb. 2020 for final preparation in Da Nang Vietnam with national experts and CITIES project staff, Da Nang University</p>		3-4 days		<p>2.1. Contribution in writing and verbal discussions to the draft facilitation plan, materials and handout</p> <p>2.2. Contribution in writing and verbal discussions to final package for the workshop incl. facilitation plan, materials, supporting stationery etc.</p>
<p>3. Co-Facilitation of 2-day workshop and contribution to the analytical workshop</p> <p>Leading facilitation of the guided activities, give feedback for improvement during the innovative workshop (e.g. 26-27 Feb. 2020). Give inputs to the analytical workshop e.g. opinions, demonstration of activities (28 Feb. 2020)</p>		3 days		<p>2-day workshop on innovative, creative approach and one day workshop on analytical exercise (see section 2.2 and 2.3)</p>
<p>4. Contribute to the reports</p> <p>Give comments to mission report of the international experts and also comments on analytical report of Da Nang University</p>			0.5 day	<p>Comments on written reports and/or verbal discussion</p>

2.5. Profile

The service provider will be required to have the following:

- More than 5 years of experience working in similar field;
- Proven track record of the provision similar assignment;
- Good communication skills and participatory training methodology;
- Fluency in English is preferable;
- Experience in working with NGOs and other international organizations;
- Preferable to have knowledge on Vietnam and/or preschool education.

2.6. Duration of assignment: The assignment is from 1st December 2019 – 8 March 2020 with 5 days continuously in Da Nang, Vietnam from 24 – 29 February 2020.

2.7. Background documentation

Attachment and upon requests. Additional, relevant materials that can be consulted: Check our website ([http://vietnam.vvo**b**.be/](http://vietnam.vvob.be/)) and VVOB you tube channel:

- [Improve quality education in Vietnamese preschools with VVOB](#)
- What is POM? <https://youtu.be/Y5Ef1OasugY>

2.8 Application requirements / Expectations regarding proposals

Applicants are required to submit the following:

- CVs detailing your relevant experiences in arts/theatre. Also including names and contact details of 3 reference persons.
- A written proposal to describe initial ideas/suggestion of the workshop, e.g. what activities, which methods. Also share with us any concerns and suggestions in collaboration with the international experts (if any).
- Your estimation of working days needed (if different from the estimate in this document) and fee for each day/expert.

Deadline for application: by 5 PM 30/10/2019

Hard copies can be delivered at the following address:

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Submission can also be emailed to chau.nt@vjob.org and cc to duy.ndk@vjob.org

For any further information on the content of the request for proposals please contact VVOB on:

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