

Krousar Thmey

Phnom Penh, Cambodia

Terms of Reference

Individual consultancy: technical assistance to conduct a landscape assessment to support the development of digital modules in the context of the *Accelerating Sign Language in Cambodia* project.

I. Background

The problem: Children with hearing impairments lack access to primary education

Despite decades of development and strong economic growth in Cambodia, children with hearing impairments remain highly marginalised. Following years of gradual development, Cambodian Sign Language (CSL) is now ready to be promoted and used around the country; however, awareness of sign language remains low and formal sign language education is only available in urban centers¹.

Children with hearing impairments living in more remote areas of Cambodia are left isolated, without any opportunity to access CSL education, or to learn even basic sign language. Due to a lack of available support for people with hearing impairments and a limited understanding of deafness and hearing impairment in rural communities, many Cambodian children with hearing impairments are only able to communicate using hand gestures.

In the absence of reliable data, Krousar Thmey estimates that over 50,000 profoundly deaf people and 500,000 hard of-hearing people currently live in Cambodia. Less than 4% of them have been formally identified, and those that have are most often without any access to school and other services, particularly those living in rural areas such as Bakan district of Pursat province.

Field observations by Save the Children and partner staff, as well as local education authorities, show that children with hearing impairments in Bakan district who are attending school are unable to understand their teachers or peers, and rely on family members to interpret for them. These children have limited educational achievement². Later in life, young people and adults with hearing impairments are more likely to be excluded from employment opportunities, and are vulnerable to exploitation, including forced marriage³ and other human rights abuses.

¹See, for example, *NGO Helps Break Isolation of Deaf People in Cambodia*, VOA Khmer: <https://www.voacambodia.com/a/ngo-helps-break-isolation-of-deaf-people-in-cambodia/3451595.html> ; accessed October 12th, 2017

² Save the Children's *Inclusive Education for All* project (see section 4.b for further details) operates in this same target location and has made these observations following successful targeting of out of school children in the Project: Accelerating Sign Language in Cambodia

³ <https://voices.nationalgeographic.org/2015/04/06/deaf-hearing-marriages-in-cambodia/>

Project summary

The Accelerating Sign Language in Cambodia (ASLC) project is funded by the Department of Foreign Affairs and Trade Australia (DFAT). It focuses on an innovative way to begin delivery of Cambodian Sign Language education to children with hearing impairments living in Bakan district through local primary schools and online video and digital content. The project will use an iterative design approach with frequent user testing to build a foundation of evidence for future use of digital technology to enable children in very remote areas of Cambodia to access sign language.

Save the Children has partnered with Krousar Thmey, a leading national disability inclusion NGO, and the Cambodian Ministry of Education, Youth and Sport (particularly the Special Education Department) to develop open source video tutorials (and supporting materials) on sign language for children with hearing impairments, and their families and teachers, accessible via laptops, tablets and smart phone devices, and delivered by Learning Facilitators in primary schools. Online modules will predominantly target primary school students with hearing impairments, but will also target teachers, peers, and families of children with hearing impairments through complementary modules, enabling more people to learn sign language while providing a more supportive environment for children with hearing impairments.

The project will test the effectiveness of this delivery platform (using video and digital content for delivery of Cambodian sign language education through a distance education modality), and, as an additional result, encourage children with hearing impairments who are not at school to (re)enroll.

Project goal: To create an enabling learning and social environment for children with hearing impairments living in remote areas of Cambodia.

- **Outcome 1:** Cambodian children have access to Cambodian Sign Language digital content online.
- **Outcome 2:** Children with hearing impairments in Pursat province are supported to learn Cambodian Sign Language in a supportive school and community environment.
- **Outcome 3:** Relevant national and sub-national level government departments use evidence based approaches in adoption of Cambodian Sign Language digital contents into broader government strategies.

Project location

The project will be implemented in 10 primary schools of the Bakan district, Pursat province.

Bakan district was chosen considering both partners have experience implementing programs in this area.

II. Purpose of the consultancy

Krousar Thmey initiates a call for tender to recruit an external consultant in order to conduct the landscape assessment phase of the project.

The consultant will conduct an assessment that will provide foundational knowledge and insight for the future module development and production, including analyzing sign language training avenues and access. He / She will analyze distance learning modalities in Bakan district, and how households might interact with them. He / She will provide a mapping of government actors and stakeholders (including possible corporate partners for internet and technology access) and identify potential production crews.

The landscape assessment

As per the project timeline, a broad landscape assessment will be conducted at the start of the project (focusing on topics of technology options, existing curricula, school resource mapping, gender disparities, experience of minority students, etc.). This will be in addition to the formal quantitative baseline, and will provide invaluable learning that may inspire updates to project plan and activities. The assessment will also take into consideration children's family situation and ensure that the modules are informed by the individual needs of children and families, a personalized approach which will be utilized throughout the life of the project.

A tentative structure has been anticipated to guide module development, however the consultant is expected to make recommendations to develop modules and guidelines for implementation to ensure the modules and project respond to the needs of each target group.

The consultant will take into consideration that modules should be centered on the educational, social and emotional development of children with hearing impairments through constant engagement with the testing group and adjustment of the modules or delivery method to respond to the children's needs.

As result of the landscape assessment the project will develop modules for children of primary school age with hearing impairments, based on a syllabus, as well as modules for parents and families of children with hearing impairments, teachers focusing on creating enabling learning environments for children with hearing impairments, and instructional modules for Learning Facilitators.

Objectives of the consultancy

Main objective

To conduct a landscape assessment to support the development of digital modules in the context of the *Accelerating Sign Language in Cambodia* project in Bakan district.

Specific objectives

- 1) To assess the existing training avenues and access of target groups to sign language education
- 2) To assess the attitudes and feelings of acceptance and inclusion of children with hearing impairments in schools
- 3) To assess the access of the different target groups to internet, information technology devices and online content
- 4) To conduct a participatory assessment of the needs of the different target groups related to sign language education, with a special emphasis on the needs of teachers and learning facilitators so as to ensure their ownership of the modules
- 5) To identify distance learning modalities in the district where the project will be implemented
- 6) To identify existing resources (digital modules and websites) available in English or Khmer which could be used as references in the context of the project
- 7) To map the existing and potential government actors and stakeholders (including corporate partners) who could contribute to the development of digital sign language education
- 8) To propose a model for all project stakeholders to collaborate on the ASLC project to ensure a good synergy and increase the chances to achieve the expected outcomes
- 9) To provide recommendations on the structure and objectives of the modules for each target group and guidelines on the methodology to adopt to implement the modules for each target group, including information technology devices and online contents

Target groups

All the following project target groups should be taken into account to conduct landscape assessment:

1. Children with hearing impairments
2. Teachers of children with hearing impairments, and school directors.
3. Parents, caregivers and siblings of children with hearing impairments
4. Peer students of children with hearing impairments
5. Learning facilitators / sign language teachers who will be recruited by SCI in the context of the project
6. Local government actors (especially Commune and District Office of Education).

The specific characteristics and needs of each group should be analyzed to ensure the modules respond to these needs.

Across these target groups, the consultancy shall take into account the following cross-cutting issues in order to identify any potential discrepancies related to the access to sign language education and / or access to information technologies:

- the specific situation of minority groups
- gender discrimination

Stakeholders

The consultant shall take into account the existing and potential role of each project stakeholder. At this stage the following stakeholders have been identified:

1. Save the Children International as the leading implementing NGO of the project ASLC in Cambodia
2. Krousar Thmey at the technical partner on the ASLC project
3. All project target groups mentioned above
4. The Cambodian Ministry of Education, Youth and Sport (particularly the Special Education Department) both at the national and district level
5. The NGO Education Partnership (NEP), of which Save the Children's Education Specialist is Board Chair
6. Other existing and potential NGO which implement or could implement programs related sign language education and / or access to digital education materials
7. Existing and potential corporate partners which implement or could implement programs related sign language education and / or access to digital education materials
8. The Working Group on Education and Disability (WEGD) at the national level
9. The Education Sub-Sector Working Groups (P/ESWG) at the provincial level
10. The National Institute for Special Education (NISE) and especially its Sign Language Committee

The consultant is expected to identify any additional stakeholder that could have a direct or indirect influence on the ASLC project and its outcomes.

Supervision

The consultant will work under supervision of Krousar Thmey's Project Officer and Programme coordinator for Deaf Education. They will provide inputs on the details of the project and facilitate the travel arrangements, field visits and data collection.

The consultant will share all documents produced and data collected in the context of this assignment with the Project Office and coordinator for Deaf education.

Location of the assignment

The assignment implies the consultant to travel to Cambodia to facilitate meetings with the Krousar Thmey and Save the Children International teams in Phnom Penh and to spend 5 full days in Bakan district, Pursat province, for data collection. (See the assignment timeline for detailed dates.)

Outputs of the consultancy

The Consultant will be expected to submit:

- 1) A draft research plan (inception report) with narrative, data collection tools, data collection plan and budget for data collection
- 2) A detailed research plan, after integrating suggestions and comments collected during a first meeting with SCI and KT
- 3) Records of interviews and consultations
- 4) A draft assessment report analyzing the data collected, addressing all specific objectives of the consultancy.
- 5) A final assessment report after the final meeting with KT and SCI during which the assessment results will be discussed

Outcome of the consultancy

The expected outcome of the consultancy is to ensure the foundations for strong online delivery of Cambodian Sign Language are better understood and mapped (including information such as sign language training avenues and access, distance learning modalities, internet and technology access, production capabilities).

Timeline and deliverables

Activities	Timeline	Number of worked days	Deliverables
Design study narrative, data collection tools, data collection plan and budget	Between 18 th and 22 nd March 2018	Three days	Activity and research plan - Draft: <ul style="list-style-type: none"> • study protocol • questionnaires • tools to collect data from the different target groups • attached budget for travel and data collection
Meeting in Phnom Penh with Krousar Thmey's core trainers and Save the Children representatives to review the draft activity and research plan	Meeting will happen on March 23 rd 2018 (TBC)	One day	Same as above
Review study narrative, data collection tools, data collection plan and budget	24 th / 25 th March 2018	One day	Activity and research plan - Final
Data collection in Bakan district	March 26 to 31 st 2018	Five days	Records of interviews and consultations
Data analysis	Between 2 nd and 6 th April 2018	Three days	Draft assessment report
Final meeting in Phnom Penh to discuss findings	10 th April (TBC) 2018	One day	Same as above
Review draft assessment report	April 17 th 2018	One day	Final assessment report

The total duration of the assignments in **15 days**.

Fees and Payment schedule

The contract amount will be negotiated with the successful candidate being guided by the budget allocated to the project.

Payment shall be made upon reception of each deliverable.

Deliverables	Tentative dates of payment
Activity and research plan	March 31st 2018
Final assessment report	April 30 th 2018

Qualification and Selection Criteria of the consultant

Criteria	Scoring
<ul style="list-style-type: none">• At least 5 years of experience in research.	30
<ul style="list-style-type: none">• Demonstrated experience in the field of disability and or education.	20
<ul style="list-style-type: none">• Strong understanding of Cambodian culture. Experience of work in South East Asia or Cambodia strongly appreciated.	20
<ul style="list-style-type: none">• Strong understanding of issues related to access to digital content in primary education.	15
<ul style="list-style-type: none">• Languages: Fluent English is required; Knowledge of Khmer an asset; Notions in Sign Language strongly appreciated.	15
Total:	100

Note: Only consultants obtained minimum 70 scoring invited to interview and contract negotiation.

Persons living with a disability and women are encouraged to apply.

The successful applicant shall comply with Krousar Thmey's and Save the Children's Child Safeguarding policies.

General conditions:

- The consultant is expected use his/her own laptop computer.
- Krousar Thmey will not pay for the use of printers, the internet and other services used outside its office.
- Krousar Thmey will provide transport for international travel and travel inside Cambodia related to the assignment.
- Consultants are not paid for weekends or public holidays.
- Consultants are not entitled to payment of overtime. All remuneration must be within the contract agreement.
- No contract may commence unless the contract is signed by both Krousar Thmey and the consultant.
- Consultants will not have supervisory responsibilities or authority on Krousar Thmey budget.
- For the time in Cambodia, consultant will be required to document that they have appropriate health insurance, including medical evacuation, prior to taking up the assignment.

Application process

Applicants should send:

- 1) A CV highlighting how their profile meets the requirement of the assignment
- 2) A 3 to 5 page work plan explaining how they anticipate to fulfill the assignment

The deadline for applications is **15th March end of day.**

Applications should be sent to:

- Mr. Kimchhorn HANG, Programme coordinator for Deaf Education at Krousar Thmey mail address: education_deaf@krousar-thmey.org, phone 012841047
- Mrs Zoë de Melo, Project Officer, mail address: pr@krousar-thmey.org, phone 92211260

We need to keep children safe so our selection process, which includes rigorous background checks, reflects our commitment to the protection of children from abuse.