

PARENT TRAINING SPECIALIST
ADB EAKPF Project



I. Details:

- Name of Consultant: [NAME]
- Name of Organization: Teach for the Philippines
- Address: Unit 201 Asia Tower Condominium Paseo de Roxas corner Benavidez Street, Makati City, Philippines

- Primary Contact:
 - Name: Vina Louise O. Leonardo
 - Position: Training Manager for Human Development
 - Email: vina.leonardo@teachforthephilippines.org
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II. Norms and Expectations

1. Read, understand and internalize the Core Values of Teach for the Philippines. Let these be your guide.
2. Be prepared to give and receive feedback. Refer back to Norm # 1.
3. Get to know and understand the Employee Manual and Code of Conduct. These reflect TFP's standards, which you will be expected to uphold throughout your engagement.
4. Language Requirements: Excellent English and Filipino
5. Skills Requirements: Creative, proactive, high sense of responsibility, organized, collaborative, communicative, willing to roll up sleeves
6. Technical Requirements: Strong education/training/facilitation background, familiarity and ability to use Google Workspace applications, experience writing modules/lesson plans, understanding of the Philippine public education system/context, knowledge and background in digital learning/functional literacy/life skills, experience in parent engagement
7. Equipment Requirements: Laptop with Google Workspace, Zoom capability, stable internet access, Viber or Telegram

III. Contract Overview and Detailed Calendar

TERMS OF REFERENCE FOR CONSULTING SERVICES
PARENT TRAINING SPECIALIST

A. Background

The TA seeks to enhance the quality of education in Asia and the Pacific through innovative initiatives for teacher professional development through the development of learning modules and training for teachers on digital literacy and technology education. TFP has been collaborating with DepEd to place TFP-trained teachers in

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poorly-resourced public schools. TFP teachers are selected from qualified, motivated college graduates' applicants based on academic achievements and content knowledge. These modules will allow teachers to engage guardians/household partners in the work of ensuring learning continuity even in remote delivery. Apart from digital literacy modules for parents that also include training on digital citizenship, these materials will also target the development of a closer partnership between teachers and parents in the education of students. It will include modules on managing the more practical aspects of learning from home and creating conducive environments and how best to work with your child's teacher in order to maximize learning.

The modules will also include socio-emotional skills training for parents and students to manage adjustments, anxiety and frustration in this unprecedented shift towards home-based or remote-learning, developing supportive and productive behavior and mindsets that will help them develop as reliable partners in this effort.

Leveraging once more the strong partnerships that TFP has with school leaders and the DepEd, the organizations will be working with them to identify and select the participants for the program. This will be based on the ability of the parent/household partner to commit to a schedule over at least three (3) weeks to participate in the modules, including time allocated for assessments and progress check-ins. Teachers will be expected to conduct preliminary check-ins with the parents to gauge their interest, engagement and capacity to support learning at home. There will also be norm-setting on the number of touchpoints that would be prescribed and possible for the program. TFP has designed a robust online teacher tool that captures that data for these touchpoints in order for it to be utilized for programmatic improvement. Similar to the teacher modules in Output 1, TFP will also be using mixed methods for delivering the modules, depending on the available resources for participants in terms of connectivity. For mostly online touchpoints, Google, Facebook and teleconferencing applications will be used. For low technology touchpoints, SMS and phone calls with printed and/or digital materials will be leveraged.

B. Scope of Assignment

The role of the PARENT TRAINING SPECIALIST (PTS) is to enhance Parent Personal Development. The PTS will lead the development of new curricula and training material for Filipino parents, covering 600 households/families, through face-to-face and blended training modalities. Training materials developed in this TA will be available in an open domain.

The individual will reference training needs analysis done through prior TFP Projects and create modules relevant to parents of students in Elementary and Secondary Schools. These modules integrate training strategies and global best practices and will be rolled out during the school year.

All modules must be culturally and gender sensitive so that they are relevant nationwide.

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The individual must work with the organization’s Program & Training Team in order to design a 200-hour curriculum, create a monitoring and evaluation plan, and develop monitoring and evaluation tools. They will also be consulted by TFP’s Marketing & Events Team for the delivery of modules through a Learning Management platform and the Data & Impact Assessment team for the development of data tracking systems and monitoring the impact on public school students.

The PTS will work with the Program & Training (P&T) Team, International Consultants, and Module Writers to ensure that the following deliverables are met:

- a. Main Outputs / Deliverables:
 - i. Preparation and Completion of Results Map / Training Curriculum
 - ii. Preparation and Completion of Quality Assurance (QA) Rubric for Module Review
 - iii. Preparation and Completion of Monitoring and Evaluation (M&E) Framework/Plan and Tools

- b. Other Outputs / Deliverables:
 - i. Oversee Preparation and Completion of Modules in accordance with the Results Map/Training Curriculum and QA Rubric
 - ii. Onboard Module Writers in accordance with the Results Map/Training Curriculum and QA Rubric
 - iii. Oversee Development of M&E Tools in accordance with the M&E Framework/Plan, including onboarding for M&E Tool Writers
 - iv. Prepare Final Curriculum Documents and Reports

The PTS will report to the Program & Training (P&T) Director/Manager.

C. Schedule

The Contract Period is expected to begin on February 14, 2022 and will run for a duration of ~15 weeks until May 27, 2022. Working hours are from 8:00AM to 5:00PM, excluding weekends and holidays, or as agreed upon between the P&T Director/Manager and the consultant. Consultants are expected to attend scheduled meetings with either the P&T Director/Manager, International Consultants, and/or Module Writers within the contract period.

The indicative Contract Timeline will be as follows:

Indicative Timeframe	Activities and Tasks	Deadline
Day 1	Orientation and team alignment meeting - Review of Relevant Resources/References	-

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	- Understanding of expectations and agreement on deliverables/timeline	
Week 1 to 3	Preparation of Results Map/Training Curriculum and Module Quality Assurance (QA) Rubric	March 4, 2022
Week 4	Onboard Module Writers and QA reviewers	March 11, 2022
Week 4 to Week 5	Oversee Module Development	March 18, 2022
Week 6 to Week 7	Conduct QA Reviews	April 1, 2022
Week 7 to 9	Preparation of M&E Framework/Plan	April 22, 2022
Week 10 to Week 11	Onboard M&E Tool Writers and oversee M&E Tool development	April 29, 2022
Week 12 to Week 13	Review and approve final Modules and M&E Tools	May 13, 2022
Week 14 to Week 15	Prepare Final Curriculum Documents and Reports	May 27, 2022

D. Expertise Required

Bachelor's degree required, preferably in Social Sciences, Education, Psychology, Community Development or Management. Graduate degree in a related field is a plus. Extensive background (minimum 5 years) in developing and implementing curricula and community programs required. Proven ability to work well with a diverse team and diverse cultures. Proven knowledge of andragogy, pedagogy, module development and assessment.

Filipino Citizen or Resident. Fluency in Tagalog and English. Outstanding interpersonal and communication skills - communicating up, down, laterally, and externally. Excellent attention to detail. Excellent organizational skills. Strong written skills. Problem solving experience across a range of domain areas - including strategy, organization and operations. Ability to juggle multiple tasks at once and deliver excellently. Ability to make decisions and execute them. Strong technological skills (including knowledge of Google Workspace Apps) are required. Results-oriented and proactive/able to use initiative. Ability to deliver results on deadline.

E. Schedule of Payment (indicative)

You will be provided a total payment of Php 150,000.00* for 15 weeks (net of taxes) for the completion of your services, payable through the following terms:

- 30% of total payment, 1-2 weeks after completion and approval of the Results Map/Training Curriculum and the Module Quality Assurance (QA) Rubric.
- 30% of total payment, 1-2 weeks after completion and approval of M&E Framework/Plan and tool development.
- 40% of total payment, 1-2 weeks after submission of final Curriculum and Reports.

**Amount stated above is inclusive of personal costs for internet usage and communications.*

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Indicative Payment	Outputs and Deliverables	Indicative Payment Schedule*
30% of total payment	Submission of Results Map/Training Curriculum and Module Quality Assurance (QA) Rubric	<i>1-2 weeks after Indicative Submission Deadline</i>
30% of total payment	Submission of M&E Framework/Plan	<i>1-2 weeks after Indicative Submission Deadline</i>
40% of total payment	Submission of Final Curriculum and Reports	<i>1-2 weeks after Indicative Submission Deadline</i>

** Payments will be made 1-2 weeks after major outputs/submissions, to allow for processing of deliverables and the payment cheques*

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