**TERMS OF REFERENCE**

**DEVELOPMENT OF FINANCIAL EDUCATION LEARNING FRAMEWORK FOR THE SAMOAN CURRICULUM**

**Review of Financial Education coverage in the school curriculum**

|  |  |
| --- | --- |
| **Location** | Homebased with travel to Samoa required |
| **Application deadline** | 10th June 2019 |
| **Type of Contract** | Firm |
| **Post Level** | International |
| **Languages required:** | English |
| **Duration of Initial Contract:** | Working 15 days |

**BACKGROUND**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| There has been unprecedented regional policy support and commitment to inculcate the region’s people with the knowledge, skills and habit of good personal financial management. These include:   1. 2008 Coombs Declaration on strengthening financial capability in the Pacific promulgated by Pacific finance ministers, central bank governors, PIFS and donors. 2. 2009 Forum Education Ministers Meeting, in noting the success of the Samoa Enterprise and Financial Education Curriculum (EFEC), requested UNDP Pacific Centre and the Pacific Islands Forum Secretariat (PIFS) to work with donors to assist other PICs to implement EFEC 3. 2009 Regional Financial Literacy Workshop organized by PFIP where central bank governors, finance ministry officials and practitioners identified Financial Education in schools as a regional priority 4. 2009 Forum Economic Ministers Meeting endorsed the four 2020 Money Pacific regional goals which, among others, called for all children to receive financial education through core curricula. 5. Samoa’s Maya Commitments in 2013, commits to “mainstream financial education in school curriculum”.  |  | | --- | | **2020 Money Pacific Goals**  In each Pacific Island nation by 2020, through the combined actions of public and private sectors, our goals are :   * All schoolchildren to receive financial education through core curricula. * All adults to have access to financial education. * Simple and transparent consumer protection to be in place. * To halve the number of households without access to basic financial services. |   ***Low-financial competency of low-income population***   * According to the 2013 survey results measuring financial competency of low-income households in Samoa[[1]](#footnote-1), the overall level of adult financial competence is low and low-moderate (see Table 1 below).   *Table 1 – Levels of Financial Competence by Competency Area*   |  |  | | --- | --- | | Competency Score | Competency Area | | *High* | None of the Competency Areas were scored as High | | *Moderate – High* | Competence with managing essential expenditure | | *Low-Moderate* | Competence with managing regular and one-off expenditure | | Competence with setting household goals and plans | | Competence with managing household income | | Competence with managing savings | | Competence with non-cash transactions | | Competence with managing long term savings | | *Low* | Competence with keeping household records | | Competence with household budgeting | | Competence with managing borrowing | | Competence with identifying and recording household expenditure | | Competence with managing requests for financial assistance | | Competence with managing cost of money |  * The study also revealed that, though, low income households are monetised, they have limited understanding of financial terms and conditions. Most low-income households are unable to undertake money management tasks and financial services activities they consider necessary. They are generally better able to manage short-term financial activities than long-term financial planning, including planning for life cycle events, such as education, marriage, and funerals. The lack of financial knowledge, skills and lack of access to safe and affordable financial services are among the key reasons. * Against this background, the Ministry of Education, Sports and Culture (MESC), in collaboration with the Central Bank of Samoa (CBS) and the Pacific Financial Inclusion Programme (PFIP), is planning to introduce and strengthen financial education, through the core curriculum in schools, to build a better financially educated generation. The scoping mission will assist the MESC to identify ways to achieve this goal through developing a detailed implementation plan.   ***Financial Education Scoping Mission 2015***   * In 2015, a scoping mission was undertaken through the joint efforts of the MESC, CBS and PFIP to ascertain the best form for the introduction of Financial Education within the Samoa school curriculum, together with assisting MESC to identify ways to achieve this goal through the development of a detailed implementation plan. * The scoping mission observed clear linkages in existing subjects at primary, junior secondary and senior secondary levels, where financial education learning could occur, should such be done via integration. There are also existing learning within these subjects, which could be further built upon. It was discussed that the primary school level subjects of Samoan, Mathematics, English and Social Studies and the secondary school subjects of Samoan, Mathematics, English, Social Studies and Business Studies would be the areas of integration. * The mission also reported on existing synergies for the timely introduction of Financial Education within the core curriculum. |

**DUTIES AND RESPONSIBILITIES**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Scope of Work**   * The activity covers both the primary and secondary school curriculum at all year levels. * The activity involves firstly, a stocktake of Financial Education across the primary and secondary schools’ existing national curriculum and documentation and classroom materials issued under the existing national curriculum. These are inclusive of the subjects’ identified above and any other subjects where necessary. The stocktake will be presented as a map of learning outcomes. * The activity involves, secondly the development of a complete set of detailed learning outcomes per subject area across the primary and secondary school curriculum and identification of areas for integration of these learning outcomes within specific subject syllabi. The Financial Education learning outcomes must be worded in the appropriate language for integration into and strengthening of existing curriculum documents. * In order to prepare the detailed framework of learning outcomes by subject area, the broad areas of review and assessment will include, but will not be limited to: * National policy, vision and expectations of Financial Education * A review of the current education curriculum * Teaching and learning resources * Processes for introducing or integrating new learning into the curriculum (keeping in mind current stages of progress) * Financial and budgetary situation of the Ministry of Education, and prospects for external funding support for integration and developmental costs * 5. In making recommendations on curriculum design and changes, the following must be seriously taken into account and appropriate strategies designed to enhance opportunities and to mitigate risks: * To make available financial literacy learning to as many students as possible (regardless of subject streaming) over a sustained period, as they progress from primary to secondary school. * The existing human capacities and institutional structures within MESC * Ensure sustainability * Optimize ownership and buy-in by MESC staff members, provincial administration, students, parents, the private sector, and other key stakeholders. * 6. The consultants will consult with, but not limited to, the following stakeholders: * The formal education sector, i.e. MESC – policy, planning and curriculum development and assessment sections * Education and training services providers * Central Bank of Samoa, and stakeholders working on the agenda of Financial Education * Cross section of schools, together with their principals and staff, at primary and secondary through school visits. * Financial service providers providing services to children in schools and/or who currently provide financial literacy training * Community/school committee representatives. * 7. Optimal consideration must be given to the teaching of financial literacy to the girl child, and to make lessons accessible and appropriate to female students at all levels – without reinforcing traditional gender roles. The consultants will be also guided by cultural considerations, which can be understood through interactions with the MESC and other local stakeholders, as appropriately suggested by MESC. * 8. A multi-stakeholder meeting will be organized towards the end of the field work (second last day) for the consultants to present the draft definition, broad learning outcomes seek consensus on critical issues for the completion of the Financial Education Framework of learning outcomes and next steps. The CBS, with support from the MESC and PFIP, will assist in organizing this consultative meeting.   **Expected Outputs and Deliverables**  The following deliverables will be accomplished within the allocated timeframe:   1. A stocktake of existing Financial Education learning within the existing curriculum at primary and secondary. 2. A detailed framework of learning outcomes identified by subject level across class levels at primary and secondary school for relevant subjects. Learning outcomes must be specific to Samoa and cognizant of the Financial Competency priorities of the country. 3. Identification of specific topic/theme for integration of each learning outcome within the respective subject syllabi at each year level. 4. Final report – comprising a clear and comprehensive response to items (i – iii above) to be submitted to CBS, MESC, and PFIP within one calendar month from completion of field work. The final report must also contain: 5. Identification of expected considerations needed at MESC or other agency level, to ensure an effective integration, strengthening and delivery of identified Financial Education learning outcomes; 6. Identification of key project personnel, stakeholders, entities/persons necessary for the integration of learning outcomes into the relevant curriculum documents and their roles in the Project; 7. Detailed integration timeline, which includes approval of finalized curriculum statements; 8. Itemized budget for the integration of Financial Education learning outcomes into the relevant curriculum documents; and 9. Identification of next steps and series of actions to facilitate the integration of Financial Education within the national curriculum.   **Institutional Arrangement**  The successful bidder would report to the Financial Education Technical Specialist at PFIP, duration the term of the contract.  The successful bidder will provide their own work equipment, computers, computer programmes, printing, telephone and internet connectivity for this activity. When the consultant(s) is/are in Samoa, general work space will be provided at the Ministry of Education, Sports and Culture (MESC) offices.  Reporting has been referenced above.  **Duration of the Work**  The suggested level of effort of the assignment will entail an estimated 15 working days of both Samoa based and home-based work. These estimated working days are not necessarily consecutive. The estimated level of effort for this activity has been represented below.   |  | **Activities** | **Est. Level of Effort** | | --- | --- | --- | | **1** | Developing and finalising FinEd framework. This includes as a minimum:   * A stocktake of FinEd learning within the existing curriculum; * A detailed framework of learning outcomes identified by subject level across class levels at primary and secondary school for relevant subjects. Learning outcomes must be specific to Samoa and cognizant of the Financial Competency priorities of the country; * Identification of specific topic/theme for integration of each learning outcome within the respective subject syllabi at each year level. | 10 working days  (Samoa based) | | **2** | Report preparation must contain;   * Identification of expected considerations needed at MESC or other agency level, to ensure effective integration, strengthening and delivery of identified Financial Education learning outcomes; * Identification of key project personnel, stakeholders, entities/persons necessary for the integration of learning outcomes into the relevant curriculum documents and their roles in the Project; * Detailed integration timeline, which includes approval of finalized curriculum statements; * Itemized budget for the integration of Financial Education learning outcomes into the relevant curriculum documents; and * Identification of next steps and series of actions to facilitate the integration of Financial Education within the national curriculum. | 5 days  (Home based) |   The actual level of effort will be subject to periodic review by the Pacific Financial Inclusion Programme during the course of the activity.  **Duty Station**   * Samoa and home-based for report writing. |

**COMPETENCIES**

|  |
| --- |
| * Strong interpersonal and communication skills; * Strong analytical, reporting and writing abilities skills; * Openness to change and ability to receive/integrate feedback; * Ability to plan, organize, implement and report on work; * Ability to work under pressure and tight deadlines; * Comprehensiveness knowledge of Financial Education and curriculum development; * Proficiency in the use of office IT applications and internet in conducting research; * Outstanding communication, project management and organizational skills; * Excellent presentation and facilitation skills. * Demonstrates integrity and ethical standards; * Positive, constructive attitude to work; * Displays cultural, gender, religion, race, nationality and age sensitivity and adaptability. |

**REQUIRED SKILLS AND EXPERIENCE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Educational Qualifications:**  This activity will require a team effort comprising a minimum of two specialist with relevant expertise in Financial Education curriculum development, implementation and monitoring over the period of the assignments.  Additionally, at least one specialist must have strong strategic planning, programme development and project management experience. The successful bid will be expected to manage the scope of the programme with minimal project oversight.  **Experience**   * A proven track record demonstrating over 5 years of similar work in other similar task environment relating to Financial Education institutions, with specific focus on countries with low levels of financial literacy, such as the Pacific, is considered a prerequisite. * The desired working style must be empowering to national partners and foster optimal application of local knowledge and capacities in delivering the recommended framework and detailed learning outcomes across all levels.   **Language requirements**   * Fluency of English language is required.   **Price Proposal and Schedule of Payments**  The bidders must send a financial proposal based of lump sum payment at the completion of the deliverables.  The total amount quoted shall be all-inclusive and include all costs components required to perform the deliverables identified in the TOR, including professional fee, travel costs, living allowance and any other applicable cost to be incurred by the successful bidder in completing the assignment. The contract price will be fixed output-based price regardless of extension of the herein specified duration.  Payments will be done upon completion of the deliverables/outputs and as per below percentages:   |  | **Activities** | **Percentage of final contract** | | --- | --- | --- | | **1** | Developing and finalising FinEd framework. This includes as a minimum:   * A stocktake of FinEd learning within the existing curriculum; * A detailed framework of learning outcomes identified by subject level across class levels at primary and secondary school for relevant subjects. Learning outcomes must be specific to Samoa and cognizant of the Financial Competency priorities of the country; * Identification of specific topic/theme for integration of each learning outcome within the respective subject syllabi at each year level. | 40% | | **2** | Report preparation must contain;   * Identification of expected considerations needed at MESC or other agency level, to ensure effective integration, strengthening and delivery of identified Financial Education learning outcomes; * Identification of key project personnel, stakeholders, entities/persons necessary for the integration of learning outcomes into the relevant curriculum documents and their roles in the Project; * Detailed integration timeline, which includes approval of finalized curriculum statements; * Itemized budget for the integration of Financial Education learning outcomes into the relevant curriculum documents; and * Identification of next steps and series of actions to facilitate the integration of Financial Education within the national curriculum. | 60% |   In general, UNDP shall not accept travel costs exceeding those of an economy class ticket. Should the IC wish to travel on a higher class he/she should do so using their own resources.  In the event of unforeseeable travel not anticipated in this TOR, payment of travel costs including tickets, lodging and terminal expenses should be agreed upon, between the respective business unit and the Individual Consultant, prior to travel and will be reimbursed.  **Evaluation Method and Criteria**  Bids will be evaluated based on cumulative analysis. The award of the contract shall be made to the bidder whose offer has been evaluated and determined as a) responsive/compliant/acceptable; and b) having received the highest score out of set of weighted technical criteria (70%) and financial criteria (30%). Financial score shall be computed as a ratio of the proposal being evaluated and the lowest priced proposal received by UNDP for the assignment.  **Technical Criteria for Evaluation (Maximum 70 points)**   |  | **Criteria** | **Maximum points** | | --- | --- | --- | | **1** | **Firm** |  | |  | The firm has a proven track record demonstrating over 5 years of similar work in other similar task environment relating to Financial Education, with specific focus on countries with low levels of financial literacy, such as the Pacific. | 15 | |  | The firm has over 5 years of experience in the development of educational teaching and learning frameworks for mature students in a formal education setting. | 5 | |  | The firm has experience with financial education/financial literacy for mature students leveraging digital platforms. | 10 | |  | The firm has experience with training related to regional/national labour mobility schemes. | 5 | | **2** | **Personnel** |  | |  | The identified consultants/specialists within the firm have over 5 years relevant expertise in Financial Education curriculum development, teacher and student resources and assessment development for secondary school age or mature students. | 20 | |  | At least one consultant/specialist has strong strategic planning, programme development and project management experience. | 5 | | **3** | **Proposed Methodology** |  | |  | Methodology | 10 | | ***Total*** | | ***70*** |   Only candidates obtaining a minimum of 49 points (70% of the total technical points) would be considered for the Financial Evaluation.  **Documentation required**  Interested individual consultants must submit the following documents/information to demonstrate their qualifications. Please group them into **one (1) single PDF document** as the application only allows to upload maximum one document:   * **Letter of Confirmation of Interest and Availability** using the template provided in Annex II. * **Personal CV or** [**P11**](https://info.undp.org/global/documents/cap/P11%20modified%20for%20SCs%20and%20ICs.doc), indicating all past experience from similar projects, as well as the contact details (email and telephone number) of the Candidate and at least three (3) professional references. * **Technical proposal**, including a) a brief description of why the individual considers him/herself as the most suitable for the assignment; and b) a methodology, on how they will approach and complete the assignment. * **Financial proposal**, as per template provided in Annex II. Note: National consultants must quote prices in United States Dollars (USD).   **Proposal Submission**  All applications must be clearly marked with the title of the consultancy and submitted by **5.00pm, 10th June 2019** (Fiji Time) electronically to [etenderbox.pacific@undp.org](mailto:etenderbox.pacific@undp.org) *.*  For further information concerning this Terms of Reference, please contact **Abigail Chang**, Regional G2P/P2G & FinEd Technical Specialist - PFIP, UNDP Pacific Office on email [abigail.chang@undp.org](mailto:abigail.chang@undp.org)  Incomplete proposals may not be considered. |

1. PFIP and CBS, 2013, *Samoa Financial Competency Survey Report* [↑](#footnote-ref-1)