

**GRANT 0535/0537 REG: IMPROVING THE QUALITY OF BASIC EDUCATION IN  
THE NORTH PACIFIC Federated States of Micronesia (FSM)**

**Terms of Reference  
Strengthening Teacher Development and ICT-based Teaching and Learning  
(Package FSM6: Firm)**

**A. Background**

1. The Government of the Federated States of Micronesia (FSM) received a joint grant assistance of US\$ 8.3 million from the Asian Development Bank (ADB) and the Government of Australia to implement the project, "Improving the Quality of Basic Education (IQBE) in FSM Schools" for six years (2018-2022). The IQBE project started its implementation in 2018, which will continue to run through 2022.

2. There are four major components in the IQBE project that have been identified as the drivers to achieve the overall goal of this project: 1) program for improving primary teacher preparation, 2) strengthening the capacity of using student assessment to improve learning, 3) expanding access and usage of teaching and learning resources and materials, 4) strengthening educational leadership and management of schools, which will include parents and community engagement.

3. Each of the four outputs is further broken down into significant interventions. There are altogether 14 interventions anticipated to bring the expected reform in the education sector in FSM:

<b>Output 1: Teachers in primary education are better prepared.</b>	
1.1	New Professional Learning Framework developed.
1.2	Teachers trained in QPF focused on literacy and numeracy across the curriculum.
1.3	Improved alignment between Pre-service Teacher Education and In-service Teacher Education.
1.4	New System of Lead Teachers and Induction established.
1.5	Career pathways for teachers developed.
<b>Output 2: Capacity to use student assessment to improve learning strengthened.</b>	
2.1	New National Student Assessment Framework established.
2.2	Teachers trained on alternative assessments for learning.
<b>Output 3: Access to and usage of teaching and learning resources and materials for literacy and numeracy expanded.</b>	
3.1	Access to teaching and learning resources increased.
3.2	Number and quality of resources increased.
3.3	Community/school partnerships in resource development increased.
3.4	Teacher/community workshops on newly developed resources and materials increased.
<b>Output 4: Educational leadership and management of schools, including parent and community engagement, strengthened</b>	
4.1	Principal performance standards strengthened.
4.1	School leaders trained on educational leadership and management.

4.2	Parents as Partners Program established.
4.3	Number of school-based sustainable development projects increased.

4. FSM school teachers' quality depends mainly on what they have learned during pre-service academic courses at the colleges. Further training and capacity building of teachers are mostly ad-hoc and are seldom based on needs and as a means to enhance teacher career development. Neither are they provided as a continuous learning opportunity. Additionally, teachers' training is often based on needs identified through the accreditation process and are formalized through MTEC and other regular professional development opportunities. Formalizing a sustainable national in-service teacher training structure/institute to support need-based training and capacity development of teachers and principals in schools is imperative. It is expected that such a center will facilitate the continuous professional development (CPD) of school teachers and principals by offering modular need-based training and basic competency training to upgrade teacher's proficiency.

The consultancy will coordinate with the National Department of Education (NDOE)/State Departments of Education (SDOEs) and College of Micronesia – Federated States of Micronesia (COM-FSM) to develop and conceptualize a National Teacher Training and Development Roadmap in collaboration with the Pre-service Teacher Development Specialist and Teacher Policy Development. The national roadmap will define the structure and mechanism for pre-service and in-service teacher training for all FSM states, including the estimated funding requirements.

5. Currently, the FSM has 184 schools and around 1,700 teachers serving over 26,000 students studying at various levels, including ECE, Elementary, and Secondary. While the overall ratio is only 15 students per teacher, 34 schools run multiple grades with only one or two teachers. Similarly, several schools have a very small student population but are running multiple grades with a single teacher. This situation is common in many rural areas and remote islands where grade-specific curricula and formal instructional design become less effective cost-wise and quality education. In these contexts, different forms of multi-grade, multi-level education are highly recommended as they have effectively addressed students' learning needs at different ages and different levels. Hence, this consultancy component will focus on providing a more strategic assessment of the current status of schools, students, and teacher situations, focusing on exploring the viability and effectiveness of multi-grade teaching, especially in rural/remote islands where resources for schools are in scarcity.

6. Similarly, ICT in FSM schools will generally have an overarching implication on the overall quality outcomes of the IQBE program. Technology is considered an integral part of 21st-century skills, critical thinking, communication, collaboration, and creativity. For these reasons, it has a place in many discussions of stakeholders with a question, "how could education make use of the high-grade Internet service (fiber-optics) that is coming to the islands?" The answer is that the DOE has already begun improving its data collection by using Android Tablets to transmit real-time data to its server for reporting. Also, in the pipeline, teachers can receive online training as part of their in-service training, where there is an Internet connection. Under these backdrops,

ICT in the school program is expected to improve teaching and learning in schools with an overall increase in the quality of learning outcomes.

7. This consultancy assignment supports both Outputs 1 and 3. It will be composed of two components.

- i. **Component 1: Strengthening In-Service Teacher Development.** This component is focused on supporting the institutionalization of a sustainable national in-service teacher training structure and institute to support need-based training and capacity development of teachers and principals in schools. It is expected that this component will facilitate the continuous professional development (CPD) of school teachers and principals by offering modular need-based as well as basic competency training to upgrade teacher's professionalism.
- ii. **Component 2: Developing a multi-grade teaching and learning system.** This component will work through policy development, teacher education (pre-service, in-service) to address multi-grade and multi-level teaching and learning, curriculum and Teaching-Learning Resources and Materials (TLRM) modifications, assessment, and other relevant areas such as learning space. Following the finalization of recommendations, review, and reactions from NDOE/SDOEs and PIU, implementing multi-grade interventions to be conducted under this consultancy will ensue.
- iii. **Component 3: Strengthening ICT in FSM Schools.** This component will support state departments in strengthening their ICT-related initiatives such as (i) inventory of existing ICT resources and materials available in schools; (ii) monitoring of student learning outcomes; (iii) data collection and management of students and teachers data; (iv) in-service training for teachers; and (v) capacity building on timely maintenance, backstop support, including online and distance mode of support.

8. The consultancy will coordinate with NDOE/SDOEs and COM-FSM to develop and conceptualize a National Teacher Training and Development Roadmap, develop a multi-grade teaching and learning system, and strengthen ICT in FSM schools.

## **B. Objectives and Purpose of the Assignment**

9. This project's main objective is to provide a continuous learning opportunity for teachers and principals to update their knowledge and skills with recent approaches and technologies used in teaching and learning. More specifically, the project aims to support establishing a national teacher training institute where teachers and principals can obtain the required knowledge and skills to improve their ability to deliver in the classroom effectively.

10. Furthermore, this assignment intends to review the context of FSM school education and to develop multi-grade, multi-level education programs in FSM.

11. Lastly, this assignment aims to promote ICT-based teaching and learning in FSM schools, including data collection and management.

### **C. Scope of Services**

12. The Consultants will perform the following activities and services for each component:

i. **Component 1: Strengthening In-Service Teacher Development.** The Consultants will:

- a) review both in-service and pre-service related program documents and policies available on teacher development.
- b) review recently developed QPF, professional learning framework, national qualifications framework, teacher certification policy, and school accreditation policy to determine teacher quality standards in FSM.
- c) conduct broad stakeholders' consultation and workshops to assess areas of in-service teacher development needs.
- d) design and develop an institutional structure for continuous teacher development.
- e) prepare a costed plan for the national teacher training roadmap.

ii. **Component 2: Developing a multi-grade teaching and learning system.** Consultants will:

- a) conduct a thorough assessment of school education focusing on schools located in outer islands and rural and remote areas leading to the feasibility of more programmatic and enhanced multi-grade and multi-level teaching and learning in FSM schools.
- b) conduct workshops and consultations with teachers, principals, and community members to educate them on multi-grade and multi-level education.
- c) develop a model concept of a multi-grade and multi-level education program that is suitable for FSM schools, especially those in outer islands and remote areas.
- d) prepare a fully costed plan for training teachers, curricular revisions, assessment system implementation, and the school infrastructure needed to run a multi-grade and multi-level education program effectively.
- e) pilot models in selected schools to demonstrate effectiveness.

iii. **Component 3: Strengthening ICT in FSM Schools.** The Consultants will perform the following activities:

- a) **Develop ICT infrastructure in FSM schools.** The Consultant will operationalize the standard framework of minimum conditions (equipment and

facilities) required for all schools to have an ICT-based learning environment. The Consultant will have to produce a comprehensive matrix showing what is available in the school, what is missing, what needs maintenance, and what additional equipment and support systems are required. As an output of this exercise, the Consultant must produce a procurement plan for equipping schools with necessary infrastructures, such as the internet, online and internet-based resource libraries, digitized TLRMs, and interactive websites for improving the instructional approach.

- b) **Implement the required teacher development program.** The Consultant is required to prepare a list of surveyed teacher capacity and training needs and determine their current level of capacity and the need for capacity development. As an output of this task, the Consultant shall produce a plan and materials to build the school teachers' capacity. Finally, the consultants will collaborate with the In-service teacher training specialist to implement the capacity building program for ICT-based learning.
- c) **Implement a performance monitoring strategy.** The consultants are expected to develop a strategy to monitor students' learning outcomes, and such information shall be available for class teachers to review and improve based on this monitoring. They will also provide capacity building on data collection and management using ICT at the school level aligned with the EMIS in NDOE.
- d) **Maintain and backstop support system.** The consultants will provide capacity building to schools to be able to perform timely maintenance services. The consultants will also provide backstop support, including online and distance mode of support.

13. To achieve the above objectives, the following critical tasks have been identified as effective implementation strategies:

- a) Providing access to internet services, access to digitized TLRMs
- b) Equipping teachers with basic computer literacy
- c) Developing a list of the minimum ICT infrastructure requirements for schools
- d) Comparing what is available and what is needed to meet the minimum ICT infrastructure in schools
- e) Support the NDOE/SDOES in procuring and equipping schools with needed equipment and facilities to support learning and data collection.
- f) Developing regular survey strategies
- g) Online maintenance and backstop support mechanism
- h) Local capacity building on ICT.

## D. Detailed Outputs and Deliverables

14. With an expected input of 18 months, the Consultants (Firm), with the support of the IQBE Project Director and in collaboration with the Technical Coordinators of COM-FSM and State DOEs, will deliver the following:

Component 1	Component 2	Component 3
<ul style="list-style-type: none"> <li>• Inception report to National DOE and Project Steering Committee.</li> <li>• Quarterly and Midterm Progress Reports</li> <li>• Final Report that includes all documents and presentations produced in this assignment</li> </ul>		
<ul style="list-style-type: none"> <li>• Documents highlighting teacher standards, capacity needs, and gaps, including a summary of stakeholders' feedback for teacher development institutions.</li> <li>• Costed plan for National Teacher Training and Development Roadmap.</li> <li>• Design and implement teacher training and capacity development.</li> </ul>	<ul style="list-style-type: none"> <li>• A situational analysis report leading to the feasibility of multi-grade and multi-level education in FSM schools.</li> <li>• A concept paper suggesting multi-grade and multi-level education models that are suitable for FSM schools, especially in rural and remote areas.</li> <li>• A fully costed plan to include curricula and instructional design, TLRM, and teacher development.</li> <li>• Design and implement teacher training and capacity development.</li> <li>• Report on the result of the Pilot program in selected schools</li> </ul>	<ul style="list-style-type: none"> <li>• ICT infrastructure development and implementation plan</li> <li>• Design and implement teacher training and capacity development on data collection and management and performance monitoring of learning outcomes and support teachers' ICT-based teaching.</li> <li>• Maintenance and backstop support system is functional</li> </ul>

## E. Team Composition and Inputs

15. There will be five International Consultants with 28 person-months and four National Consultants with 23 person-months. Additional team members may be included as required in the proposed approach and methodology of the Consultants. Furthermore, the Consultants may designate a Deputy Team Leader from National Consultants.

Component 1	Component 2	Component 3
I-1 International Institutional Development and Teacher Training Specialist /Team Leader - 8 person-months, intermittently.		
<p>I-2 International In-Service Teacher Training Specialist – 5 person-months, intermittently</p> <p>N-1 National In-Service Teacher Training Expert – 6 person-months, intermittently</p>	<p>I-3 International Multi-grade Teaching and Learning Specialist – 5 person-months, intermittently</p> <p>N-2 National Multi-grade Teaching and Learning Expert – 5 person-months, intermittently</p>	<p>I-4 International ICT in Education System Design Specialist – 5 person-months, intermittently</p> <p>N-3 National ICT Education System Design Expert – 6 person-months, intermittently</p> <p>I-5 International System Development Specialist – 5 person-months, intermittently</p> <p>N-3 National ICT System Development Expert – 6 person-months, intermittently.</p>

**F. Terms of Reference of Consulting Team Experts**

16. **I-1: International Institutional Development and Teacher Training Specialist /Team Leader - 8 person-months, intermittently.** The specialist must have at least a Master's degree, or higher, in education with a concentration in international education and teacher education. The expert should have at least ten years of experience in education planning, program development, teacher development, and implementation, and with significant experience in establishing training institutes and management of training institutes. Experience in program design and development with a focus on teacher institution development is a plus. Work experience in the Pacific is also a plus. The specialist will:

- i. Prepare and submit the Inception Report.
- ii. Thoroughly review existing documents on teacher development, including QPF, NQF, NPLF, Teacher certification policy, and school accreditation policy.
- iii. Conduct workshops and consultations with key stakeholders to determine a viable modality of a teacher development institute
- iv. Working closely with the NDOE and SDOE team, develop a costed plan for the National Teacher Training and Development Roadmap.
- v. Lead the team in preparing and submitting reports and all deliverables.

17. **I-2: International In-Service Teacher Training Expert - 5 person-months, intermittently.** The expert must have at least a Master's degree or higher in education with a concentration in teacher training, teacher resource materials development, and teacher capacity building. The expert should have at least five years of experience in teacher institute management and with significant experience in training program development, training materials development, and implementation of training programs. He/She will:

- i. Assist in developing a training program and schedules to meet the diverse training needs of FSM teachers.
- ii. Prepare a checklist and the evaluation criteria for preparing a roster of potential trainers and resource persons in each state of FSM.
- iii. Prepare modules and implement training of trainer's programs to support continuous teacher development.
- iv. Develop resource materials and a system whereby teachers can access such materials anytime.

18. **N-1: National In-Service Teacher Training Specialist** - 6 person-months, intermittently. The specialist must have at least a Bachelors' degree or higher in education with a concentration in teacher training, teacher resource materials development, and teacher capacity building. The expert should have at least three years of experience in teacher institute management and significant experience in training program development, training materials development, and implementation of training programs. He/She will:

- i. Assist in the development of training programs and schedules to meet the diverse training needs of FSM teachers.
- ii. Assist in preparing a checklist and evaluation criteria for designing a roster of potential trainers and resource persons in each state of FSM
- iii. Conduct trainer's programs to support continuous teacher development using the modules developed by the team.
- iv. Assist in the development of resource materials and a system whereby teachers can access such materials anytime.
- v. Conduct evaluation and prepare reports of all training programs conducted.

19. **I-3: International Multi-grade Teaching and Learning Specialist** – 5 person-months, intermittently. The Specialist must have at least a Master's Degree or higher in education with a concentration in multi-grade and multi-level education. With at least ten years of experience in education planning, program development, and implementation of multi-grade and multi-level education programs. He/She will:

- i. Work closely with the NDOE and SDOE teams to conduct the feasibility of multi-grade and multi-level education programs in FSM schools, especially in rural and remote areas.
- ii. Work closely with the NDOE and SDOE teams to develop a concept paper suggesting models of multi-grade and multi-level education appropriate for FSM schools.
- iii. Develop a framework for quality standards, including TLRM, teacher development, student assessment, and school infrastructure.
- iv. In collaboration with NDOE and SDOE, pilot models in selected schools in FSM.
- v. Prepare a fully costed plan to implement multi-grade and multi-level education appropriate for FSM schools.
- vi. Prepare a report on the pilot of multi-grade teaching and learning in selected schools in FSM.

20. **N-2: National Multi-grade Teaching and Learning Expert** – 5 person-months, intermittently. The expert must have at least a Bachelor's degree or higher in education with a concentration in multi-grade and multi-level education, with at least three years of experience in education planning, program development, and multi-grade implementation of multi-level education programs. He/She will:

- i. Assist in conducting feasibility studies on multi-grade and multi-level education programs in FSM schools, especially in rural and remote areas.
- ii. Provide information and gather data to develop a concept paper suggesting models of multi-grade and multi-level education appropriate for FSM schools.
- iii. Support in developing a framework for quality standards, including TLRM, teacher development, student assessment, and school infrastructure.
- iv. Identify potential pilot model schools of multi-grade teaching and learning in FSM.
- v. Assist in piloting models in selected schools in FSM.
- vi. Gather data required in pilot models in selected schools in FSM.
- vii. Assist in preparing a fully costed plan to implement multi-grade and multi-level education appropriate for FSM schools.
- viii. Assist in preparing a report on the pilot of multi-grade teaching and learning in selected schools in FSM.

21. **I-4: International ICT in Education System Design Specialist** – 5 person-months, intermittently. The specialist must have at least a Masters' Degree or higher in education with a concentration in ICT, with significant experience in ICT-based instructional technology, curricular and instructional design, interactive pedagogy designs, resource development, and teacher capacity development. With at least five years of experience in ICT related program implementation. He/She will:

- i. Work closely with the NDOE and SDOE teams to develop a comprehensive plan for developing ICT infrastructure in FSM schools focusing on networking and connectivity.
- ii. Work closely with the NDOE and SDOE teams to implement the infrastructure development plan.
- iii. Develop a teacher capacity development plan for ICT.
- iv. Lead the Implementation of the teacher capacity development plan for ICT.
- v. Develop and implement a maintenance and technical backstop system

22. **N-3: National ICT in Education System Design Specialist** – 6 person-months, intermittently. The specialist must have at least a Bachelor's degree or higher in education with a concentration in ICT in Education with significant experience in ICT-based instructional technology, curricular and instructional design, interactive pedagogy designs, resource development, and teacher capacity development, with at least 2-3 years of experience in ICT-related program implementation. He/She will:

- i. Assist the team in developing a comprehensive plan to develop an ICT infrastructure in FSM schools focusing on networking and connectivity.
- ii. Support the team in implementing the infrastructure development plan.
- iii. Assist in developing a teacher capacity development plan for ICT.
- iv. Support the implementation of a teacher capacity development plan in ICT, focused on data collection and management, and monitoring student learning outcomes.
- vi. Implement maintenance and technical backstop system, including providing support at the state or school levels.

23. **I-5 International System Development Specialist** – 5 person-months, intermittently. The Specialist must have at least a Bachelors' Degree or higher in ICT with experience in education-related program design, at least five years of experience in ICT related program design, ICT capacity building, technical backstopping, maintenance, and troubleshooting. He/She will:

- i. Lead in developing ICT-based teaching and learning systems for FSM schools
- ii. Lead in developing ICT infrastructure in FSM schools.
- iii. Lead in developing teacher capacity in using ICT based teaching and learning in schools.
- iv. Oversee the development of a maintenance and technical backstop system.
- v. Support in equipping schools with access to both online and offline resource materials, access to interactive portals,
- vi. Develop a teacher communication and interaction platform for regular discussion of educational issues and challenges, sharing experience including video conferencing.
- vii. Develop systems to monitor student learning achievement closely and that the results are shared with the class teachers.

24. **N-3 National ICT System Development Expert** – 6 person-months, intermittently. The expert must have at least a Bachelors' Degree or higher in ICT with experience in education-related program design. At least three years of experience in ICT related program design, ICT capacity building, technical backstopping, maintenance, and troubleshooting. He/She will:

- i. Provide support in developing ICT-based teaching and learning systems for FSM schools
- ii. Provide support in developing ICT infrastructure in FSM schools.
- iii. Assist in developing teacher capacity in using ICT-based teaching and learning in schools.
- iv. Assist in the development of a maintenance and technical backstop system.
- v. Assist in equipping schools with access to both online and offline resource materials and access to interactive portals,
- vi. Assist in developing a teacher communication and interaction platform for regular discussion of educational issues and challenges, sharing experiences including video conferencing.
- vii. Assist in developing systems to monitor student learning achievement closely and that the results are shared with the class teachers.

**G. Reporting requirements**

- i. Reports directly to the Project Director and the Secretary of Education.
- ii. Quarterly and annual progress reports are submitted to the Project Director

**H. Estimated Timeline**

Month	Activity	Output
December 2020	Advertisement of request for EOI and shortlisting	EOI and shortlist
February 2021	Issuance of RFP <sup>1</sup>	Technical Proposals

<sup>1</sup> Technical Proposal preparation using Biodata Technical Proposal (BTP) type of proposal is 15 days if selection is through CMS. Otherwise, 21 days.

February-March 2021	Evaluation of Technical Proposals, ranking, and financial negotiations with the first-ranked firm (QBS procedure)	Technical Proposals evaluation report, ranking, financial negotiation report, and draft negotiated contract
April 2021	Mobilization of consultant/Inception mission	Agreed Inception Report with a detailed work plan
April 2021 to December 2022	Development and implementation work	All deliverables

#### I. Estimated Cost

Item	Budget (in USD)
a. Remuneration and Other Expenses	675,000
i) International Remuneration: \$14,000 x 28 months = \$392,000	
j) International Per Diem: \$4,000 x 28 = \$112,000	
ii) National Remuneration: \$5,000 x 23 = 115,000	
iii) International Travels: \$2,500 x 15 = 37,500	
iv) OPE, Communication, Report Preparation, local travels = \$25,000	
b. Provisional Sum	800,000
i. Procurement of equipment and supplies – US\$ 300,000	
ii. Piloting models in selected school – US\$ 350,000	
iii. Training, Research, Surveys, Conferences – US\$ 150,000	
c. Office Furniture and Equipment	20,000
d. Contingency	75,000
<b>Total estimated budget</b>	<b>1,575,000</b>

#### J. Selection Method and Type of Proposal

25. The selection method that will be used in this assignment, Quality and Cost-Based Selection (QCBS) and the type of proposal will be the Full Technical Proposal (FTP).

#### K. Facilities to be provided by the Client

26. The NDOE will provide the Consultant with access available to key relevant reports, studies, and data related to the assignment to ensure the Consultant can deliver the contracted services, including but not limited to the activities and outputs specified in the Project Agreement, the Report and Recommendation of the President, and the Project Administration Manual.

#### I. Facilities to be arranged by the Consultant

27. The Consultant will organize its own office space in Pohnpei, as well as office requirements such as office furniture; office hardware; communications equipment;

photocopying equipment; fax machines; computers, printers, and associated software; air conditioning; and hiring of vehicles for field activities, surveys, and assessments. All documents, equipment, vehicles, and facilities related to the Consultant's services' delivery will be turned over to the Client after completing the services.

To submit an Expression of Interest (EOI), please ensure you are registered at ADB CMS. If not yet registered, please go to [www.cms.adb.org](http://www.cms.adb.org) to register before you can submit your EOI. The deadline for EOI submission is February 8, 2021, at ADB CMS.

For further clarifications, please email [richard.gonzales@national.doe.fm](mailto:richard.gonzales@national.doe.fm) or [marlynn.halbert@national.doe.fm](mailto:marlynn.halbert@national.doe.fm).