



GOVERNMENT OF THE REPUBLIC OF SIERRA LEONE

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

REVITALISING EDUCATION DEVELOPMENT IN SIERRA LEONE PROJECT (REDI-SL)

FINANCING No: P133070

REQUEST FOR EXPRESSIONS OF INTEREST

FOR

THE PROVISION OF CONSULTANCY SERVICES FOR THE TRAINING OF TEACHERS ON EARLY GRADE READING

PROCUREMENT No: REDiSL/MEST/EGR/SCS/CQS/16/13

ISSUE DATE: DECEMBER 2, 2016

1. Background

The Government of the Republic of Sierra Leone has been allocated funds (the “Grant”) from the **Global Partnership for Education (GPE) and Multi Donor Trust Fund (MDTF)**, which are administered by the International Development Association (the “Bank”) and executed by the Ministry of Education, Science & Technology (“the Client”) to support the ESP’s aim of improving the pedagogical methodologies used by teachers to improve learning outcomes. The Ministry of Education, Science & Technology intends to apply part of the funds to eligible payments for the provision of consultancy Services to develop and deliver training programme for early grade reading.

The project is financing the production, and distribution of approximately 2.2 million supplementary readers for grades 1-3 and 40,000 teacher guides for all primary schools throughout the country. Teachers and students are expected to use the books as tools to improve literacy in early grades and create a culture of reading as a foundation for learning. The project will also fund the development and roll out of a training to help teachers understand effective teaching in early grades for quality outcomes using the reading books and teacher guides procured. The training will be carried to approximately 3,800 teachers, 600 pre-service teachers in training, 850 head teachers, inspectors and supervisors. The project will provide technical support to MEST and teacher training institutions to integrate this training into the pre-service and distance learning curricula.

2. Purpose: The purpose of this consultancy is to:

PART I

- Develop well-structured training programs on early grade reading, with particular emphasis on use of Early Grade Readers, Teacher Guides and Classroom Support Packets, procured by the Ministry of Education, Science & Technology (MEST), for the following groups:
 - (a) In-service teachers for classes 1, 2 &3
 - (b) Pre-service teachers in the last year of teacher training
 - (c) Head teachers of primary schools, school inspectors, and supervisors
- Deliver training to 70 trainers (TOTs)
- Supervise trainings delivered by trainers to:
 - (a) 3,800 in-service teachers for classes 1, 2 &3
 - (b) 600 pre-service primary school teachers in teacher training institutions in the last year of teacher training
 - (c) 850 head teachers, school inspectors and supervisors
- Design pre- and post- training assessment questionnaires to gauge trainee competencies, knowledge and practices in early grade reading, supervise administration of these questionnaires by trainers, and analyze the data
- Collaborate with teacher training institutions to integrate early grade reading training materials in their reading and/or language arts curriculum, and undertake orientation of relevant faculty members on the integrated materials

PART II

- Develop a well-structured training program on reading, with particular emphasis on use of Supplementary Readers and Teacher Guides, procured by MEST for in-service teachers in class 4
- Deliver training to 25 trainers (TOT)
- Supervise trainings delivered by trainers to 600 in-service teachers for class 4

3.0 Tasks and Responsibilities:

The consultancy is divided in two parts. Part 1 relates to early grade reading training program for teachers in classes 1-3, while Part II relates to training program in reading for teachers in class 4, and is contingent on availability of resources.

Part I: Training of Teachers in Early Grade Reading (Classes 1-3):

The main tasks of the consultancy include:

I. Training Program Development:

a) For in-service teachers teaching Language Arts in classes 1, 2 & 3:

Develop a modular and well-structured training program¹ for 14 days (9+5 or any other suitable configuration proposed by the consultant), comprising 2 levels - Level I (basic) & Level II (proficient). The training will be a mix of lecture, hands-on exercises, and interactive (but well-facilitated) group work. Where applicable, the consultant will adapt good quality teacher training materials already developed nationally and/or internationally, to develop the training program. Level I and Level II trainings will be delivered in January/February and July/August, respectively. The proposed scope of the trainings includes, but may not be limited to the following:

- Level I training: (i) teaching of early grade reading, covering basic elements of reading, (ii) use of early grade readers, teacher guides and classroom support packets to improve early grade reading, (iii) integration with lesson plans for Language Arts in classes 1, 2 & 3.
- Level II training: (i) a short refresher on Level I topics, and (ii) introduction to more advance concepts on teaching of early grade reading, as well as simple but effective pedagogical and classroom assessment approaches, which teachers of classes 1, 2 & 3 can utilize to stimulate and monitor early grade reading.

b) For pre-service teachers in the last year of their TC (teaching certificate) training:

Develop a well-structured training program² for 9 days. The consultant will adapt training materials developed for in-service teachers to develop the training program for pre-service teachers, introducing modifications and supplemental materials, if and where necessary. The trainings will be delivered in March and September to two different batches of teacher trainees in the last year of the TC program. The proposed scope of the training includes, but may not be limited to: (i) Teaching of early grade reading, covering basic elements of reading, and (ii) use of early grade readers, teacher guides, and classroom support packets in classrooms to improve early grade reading.

c) For head teachers of primary schools, school inspectors and supervisors:

Develop a well-structured training program³ for 3 days. The training will be a mix of lecture, hands-on exercises, and interactive (but well-facilitated) group work. The consultant will draw on training materials developed for in-service teachers, case studies and relevant materials already developed nationally and/or internationally, to develop the training program for head teachers, inspectors and supervisors, introducing modifications and supplemental materials, if and where

¹Including a well-structured training manual, training materials, agenda, trainer guide, etc. Training materials also include tools like teacher lesson guides, other pedagogical materials, scope and sequence lists.

² ibid

³ ibid

necessary. The training will be delivered in February. The proposed scope of the trainings includes, but may not be limited to: (i) A brief overview of the training being imparted to in-service teachers; (ii) a short introduction to supplementary readers and classroom support packets distributed to schools; (iii) how schools can manage use of these readers by students; (iv) sharing of international experience/ evidence on relevant strategies that are effective in improving early grade reading which can be employed in schools; (v) how head teachers, inspectors and supervisors can monitor effective use of readers, guides and classroom support packets (including simple monitoring and reporting tools/check lists); (vi) how head teachers, inspectors and supervisors may act upon and/or give feedback to teachers based on observations and findings from monitoring early grade reading implementation in their schools.

i. Training of Trainers:

- a) Conduct Training of 70 Trainers for 14 days (9+5 or any other suitable configurations proposed by the consultant) who will deliver the different trainings referenced above. The consultant will advise MEST and REDiSL Secretariat on selection of qualified trainers - priority being given to instructors from teacher training colleges with competency in teaching Reading and/or Language Arts. The ToT will also include a sessions on training workshop implementation protocols, facilitation skills, and administration of pre- and post- training assessments of participants. The ToTs will take place in January and July.
- b) Design and implement a test to the trainers at the end of the TOT session which assesses their knowledge of training content and training skills, and identify 60 trainers who will be most effective in delivering the various trainings. Submit a TOT completion report, which includes analysis of trainer competencies, and areas of strengths and weaknesses, within 15 days of TOT completion.

ii. Supervision of Training Delivery by Trainers:

- a) Supervise the delivery of trainings by trainers to (i) 3,800 in-service teachers in 19 Local Councils; (ii) 600 pre-service teachers in 3-4 teacher training institutions, and (iii) 850 head teachers of primary schools, inspectors and supervisors in 19 Local Councils. This includes, but is not limited to:
 - Design supervision indicators and tools to assess that delivery of training and administration of pre- and post- training questionnaires is on track.
 - Undertake spot checks to ensure that delivery of training and administration of pre- and post- training questionnaires is on track.
 - Design short streamlined reporting forms and guidelines for rapporteurs to record key training proceedings.
 - Coordinate with trainers and REDiSL Secretariat to ensure that filled questionnaires from pre- and post- assessments, training reports from rapporteurs, and related documents are routed safely and quickly to the consultant.

- Develop concise supervision reports for the various trainings⁴, drawing on findings from supervision visits, training reports from rapporteurs, and other relevant documents/sources. The report will also highlight very succinctly key lessons and recommendations for immediate action. Submit supervision report within 20 days of completion of each training activity.
- Provide technical support to REDiSL Secretariat on planning of training workshops.

IV .Pre- and Post- Training Assessment

- a) Design written pre- and post- training assessments for participants attending the various trainings on knowledge, competencies and practices in early grade reading and/or teaching of early grade reading. In addition, the questionnaires will have a module on participants' satisfaction with the training.
- b) Code and digitize responses from written questionnaires in Excel, Access or any other suitable application. Submit labeled and clean datasets 15 days after all training activities have been completed.
- c) After all training activities have been completed, prepare a consolidated and comprehensive training completion report, which integrates disaggregated data analysis from the pre- & post-training assessments, and findings from supervision activities and documents, to give an overall assessment of the successes and weaknesses of early grade reading training implementation, lessons learned, and recommendations. Submit the report 30 days after all training activities have been completed.

V. Integration of Training Materials in Curriculum of Teacher Training Institutions:

- a) Research and plan how early grade reading can be mainstreamed into the curriculum and teacher support for instruction of EGR.
- b) Collaborate with teacher training institutions to integrate early grade reading training materials in their reading and/or language arts curriculum.
- c) In teacher training institutions where the reading and/or language arts curriculum has been modified to integrate early grade reading training materials, undertake orientation of faculty members on the integrated reading course, taking into account varying levels of familiarity with reading concepts amongst the faculty members.

Part II: Training of Teachers in Reading (Class 4)

The main tasks of the consultancy include:

⁴ Namely, in-service Level I, in-service Level II, pre-service Batch I, pre-service Batch II, head teachers, inspectors and supervisors.

- a) Develop a modular and well-structured training program for 9 days in Reading for in-service teachers in Class 4. The proposed scope of the trainings includes, but may not be limited to the following: (i) basic elements of teaching of reading in Class 4, (ii) use of supplementary readers and teacher guides to improve reading in Class 4, (iii) integration with lesson plans for Language Arts in class 4.
- b) Conduct Training of 25 Trainers for 9 days, and select 20 most effective trainers who will deliver the training to 600 in-service teachers in class 4. The ToT will take place in June.⁵
- c) Supervise the delivery of trainings by trainers 600 in-service teachers. The trainings will take place in July/August⁶
- d) Design written pre- and post- training assessments for participants attending the in-service teacher training, code and digitize responses, and submit labeled and clean datasets 15 days after trainings have been completed.
- d) Prepare a consolidated and comprehensive training completion report, which integrates disaggregated data analysis from the pre- & post- training assessments, and findings from supervision activities and documents, to give an overall assessment of the successes and weaknesses of training implementation, lessons learned, and recommendations. Submit the report 30 days after trainings for class 4 teachers have been completed.

4. Deliverables:

- a) Inception report.
- b) Training Manuals and training materials developed for training of :
 - Part I: in-service teachers (Level I, Level II)pre-service teacher training, and training of head teachers, inspectors and supervisors.
 - Part II: in-service teachers in class 4
- c) Training of Trainers:
 - Part I: 70Trainers, including TOT report
 - Part II: 25 Trainers, including TOT report
- d) Supervision reports for the various trainings, namely:
 - Part I: in-service Level I, in-service Level II, pre-service Batch I, pre-service Batch II, head teachers, inspectors and supervisors.
 - Part II: in-service
- e) Integration of early grade reading training materials for classes 1-3 in Language Arts/Reading course in teacher training institutions.

⁵ Sequenced with Level II TOT

⁶ Held as a parallel session in Level II training workshop

- f) Orientation of Language Arts/Reading faculty members in teacher training institutions on the integrated course.
- g) Labeled and clean datasets containing responses from pre- & post- training assessments related to various trainings, namely:
 - Part I: in-service Level I, in-service Level II, pre-service Batch I, pre-service Batch II, head teachers, inspectors and supervisors.
 - Part II: in-service
- h) 2 comprehensive final training completion reports (Part I & II).

5. Qualifications

The REDiSL Project invites qualified firms/agencies (or group/association of firms) to express their interest in providing the above services. Interested firms/agencies must provide information indicating that they are qualified to perform the service (description of similar assignments, experience in similar conditions, and availability of appropriate skills etc.)

The EOI will be evaluated on the basis of the following:

- The firm has sufficient organizational capacity to carry out the activities, as demonstrated by the organizational structure and financial report/statement from the previous 2 years. (10%)
- The firm has 5 years of practical, proven experience in teacher training and development. (15%)
- The firm has a portfolio of at least 3 previous assignments in the last 5 years where they have developed and delivered high quality in-service and/or pre-service training programs for primary school teachers in early grade reading in English in either in Sierra Leone and/or other countries. (45%)
- The firm should be able to mobilize qualified personnel, including a core team comprising of a (1) Training Manager/Team leader, (2) Reading Specialist, and (3) Teacher Training Specialist, having at least the qualifications and experiences given below. (30%)
 - Training Manager/Team Leader: At least 4 years' experience managing teacher trainings, with at least 1 assignment managing trainings with more than 1,500 participants. Strong experience in team management, operational planning and report writing. A Master's degree in Education, Public Policy, or related field. Knowledge of Sierra Leone context not required but highly preferred.
 - Early Grade Reading Specialist: At least 4 years of experience in developing materials for early grade reading (in English), and designing pre-service and/or in-service teacher training programs in early grade reading (in English) in Sierra Leone and/or other developing countries, with at least 1 international assignment developing a high quality training program in early grade reading (in English). Understanding of balanced literacy, reading literacy

competencies, and reading diagnostics. Masters' Degree in reading, literacy, language arts teaching, or related field required; PhD degree preferred.

- Teacher Training Specialist: At least 4years of experience in developing teacher training courses, and delivering trainings in language arts and/or reading. Experience with early grade reading is an advantage. A Master's degree in teacher education/training or related field, with certification in reading, literacy or language arts OR Master's in reading, literacy or language arts, with certification in teacher education/training. Knowledge of Sierra Leone education context and teacher training landscape is required.

In view of the nature of the assignment, it is expected that there will be a mixture of locals and internationals in team composition, OR a consortium of an international and local firm(s).

6 Association

Prospective consulting firm (s) may associate to enhance their qualification, but should mention whether the association is in the form of either "joint venture or sub-consultancy". In the case of a " joint venture " all members of such "association" should have real and well defined inputs to the assignments, and is preferable to limit the total number of firms included in the associates to a number of two (2)

7. Selection Procedure

The consulting firm(s) will be selected in accordance with procedures set out in the World Bank' s Guidelines, Selection and Employment of Consultants under IBRD loans and IDA Credits & Grants by World Bank Borrowers January ,2011, revised July ,2014 (Consultant Guidelines).

8. Timeframe of Services

The duration of the Consultancy Services is 11 months (December 2016 –October 2016)

9. Further Information

Further details should be obtained from the Project Coordinator, REDiSL, Planning Directorate Building, Ministry of Education, Science & Technology, New England Ville, and Freetown, Sierra Leone from whom background documents and detailed Terms of Reference (ToRs) are also available.

10. Submission Date

The Ministry of Education, Science & Technology now invites firms/agencies to submit an Expression of Interest (EOI) for the above services. Interested firms/agencies must provide information indicating that they are qualified to perform the services (CV indicating qualifications and experience of the key staff personnel, firms/agencies experience and evidence of its organizational capacity to undertake the assignment). EOI must be delivered to the Procurement Specialist, Albert Saio Conteh, REDiSL, Planning Directorate Building, Ministry of Education Science and Technology, Freetown, Sierra Leone, email address: alsaio@yahoo.com by December 16, 2016 at **4:30** in both hard and soft copies. The envelope must be clearly marked " **EOI FOR THE PROVISION OF CONSULTANCY SERVICES FOR THE TRAINING OF TEACHERS ON EARLY GRADE READING** "

11.Right to Select/Reject

The procuring entity has the right to accept or reject all EOIs.