

# Terms of Reference

## Design and Delivery of Training programs for the Professional Development of the Teachers of Secondary/ Higher Secondary Schools of Meghalaya, India

### 1. Background

Bounded on the North and East by Assam and on the South and West by Bangladesh, the State of Meghalaya (Meghalaya) is spread over an area of 22,429 square kilometres. The State enjoys a temperate climate. The principal languages in Meghalaya are Khasi, Pnar and Garo with English as the official language of the State. Meghalaya comprises of the following 3 Divisions and 11 Districts:



#### A. Jaintia Hills Division:

- i. West Jaintia Hills (Jowai)
- ii. East Jaintia Hills (Khliehriat)

#### B. Khasi Hills Division:

- iii. East Khasi Hills (Shillong)
- iv. West Khasi Hills (Nongstoin)
- v. South West Khasi Hills (Mawkyrwat)
- vi. Ri-Bhoi (Nongpoh)

#### C. Garo Hills Division:

- vii. North Garo Hills (Resubelpara)
- viii. East Garo Hills (Williamnagar)
- ix. South Garo Hills (Baghmara)
- x. West Garo Hills (Tura)
- xi. South West Garo Hills (Ampati)

Shillong is the capital of Meghalaya and is situated at an altitude of 1,496 meters above sea level. Shillong is also the headquarters of East Khasi Hills District. The capital city has a bracing climate throughout the year. The city is well connected with roads all-over, has its own charm that is different from other hill stations. Shillong presents a natural scenic beauty with waterfalls, brooks, pine grooves and gardens. This city has been the seat of Government since the consolidation of the British administration in this part of India more than a century ago.

Following is the key demographic data for Meghalaya:

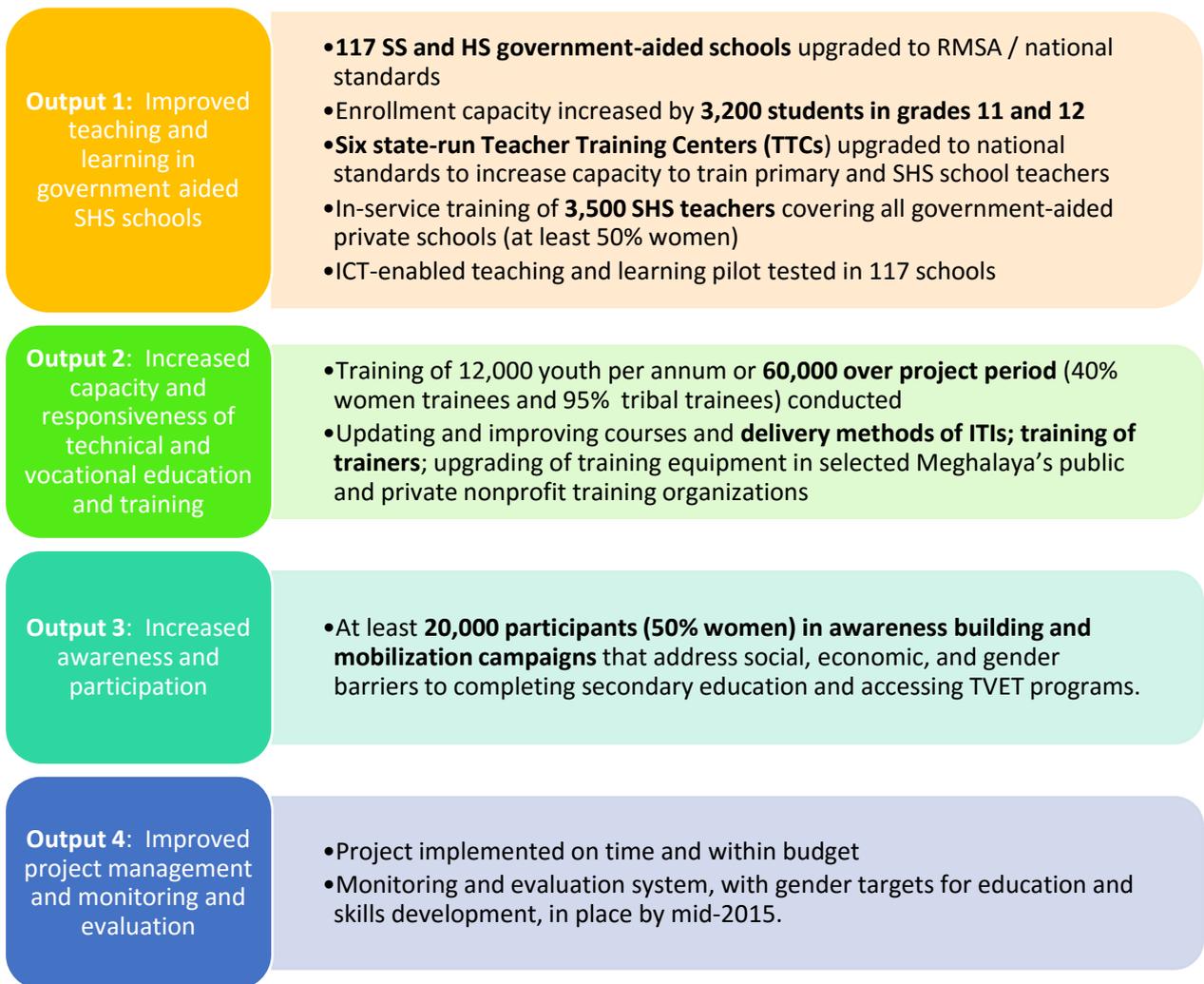
- Total population of Meghalaya as per 2011 census is 2,966,889 of which male and female are 50.28% and 49.71% respectively. In 2001, total population was 2,318,822 in which males were 50.71% while females were 49.28%.
- Literacy rate<sup>1</sup> in Meghalaya is 74.43 % as per 2011 population census. Of that, male literacy stands at 75.95 % while female literacy is at 72.89 % . .
- Sex Ratio in Meghalaya is 989 females per 1000 males, which is above national average of 940 as per census 2011. In 2001, the sex ratio of females was 972 per 1000 males in Meghalaya.

Meghalaya is one of the 11 special category states of India which have been designated as such since they suffer from various constraints due to their special history, poor connectivity, difficult terrain, weak economic base, and poor infrastructure.

Meghalaya, as a State is well endowed with vast renewable natural resources. Majority of its population depends upon the natural resources for livelihood support. One of the strategic priorities for the Government of Meghalaya (GOM) is to balance the requirements of rapid economic growth and natural resource conservation. Keeping in view this priority, three areas of focus emerge – promoting inclusive growth with poverty alleviation, employment generation and livelihood promotion. In order to achieve this vision, GOM is emphasizing on human capital development in the State.

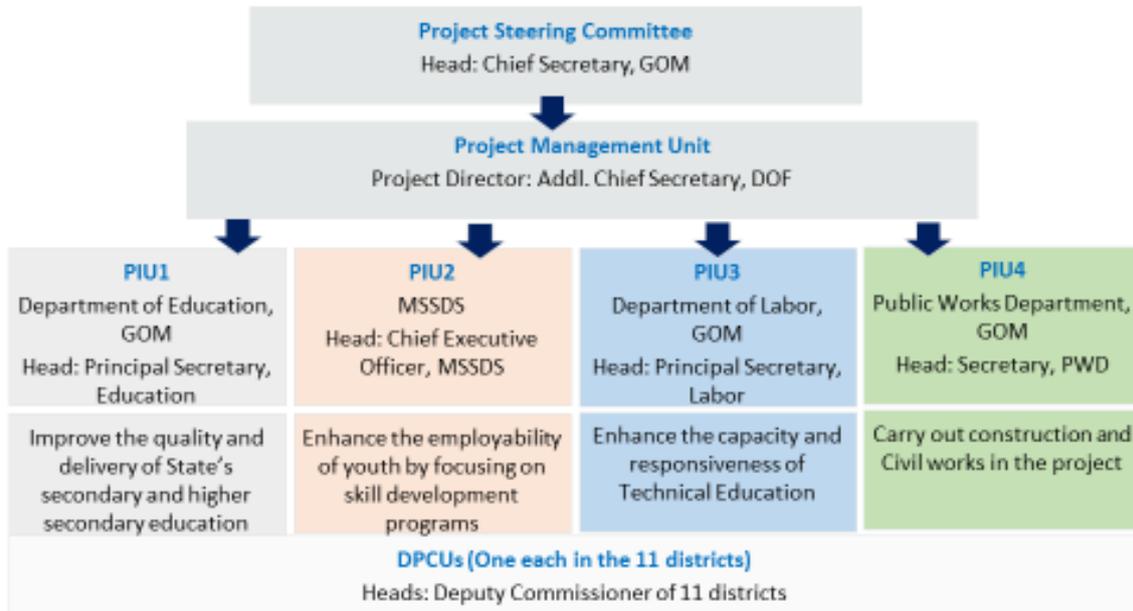
## **2. About the project: Supporting Human Capital Development in Meghalaya**

The Asian Development Bank (ADB) funded project “Supporting Human Capital Development in Meghalaya” (Loan No.3033-IND) aims to enhance the employability of Meghalaya’s youth by improving quality, delivery and access to Secondary and Higher Secondary (SHS) education, technical and vocational skills training across the 11 Districts of Meghalaya. It intends to build awareness among Meghalaya’s youth about the benefits of education and vocational training. The project will help in creating an enabling environment for inclusive growth through the following outputs:



The Department of Finance (DOF) is the Executing Agency (EA) for the project. The Department of Education (DOE), Meghalaya State Skill Development Society (MSSDS), Department of Labor (DOL) and Public Works Department (PWD) are the four Implementing Agencies (IA) for the project. The said four agencies and have been designated as Project Implementation Units i.e. PIU-1, PIU-2, PIU-3 and PIU-4 respectively.

Following schematic diagram illustrates the project organizational structure to give an overall understanding of the project



Besides this, the project includes three consulting firms for carrying out various functions for supporting GOM and ADB in implementing the project. The following table provides a snapshot of the role of the consulting firms in the project:

| Entity / Role                | Key Functions   |
|------------------------------|---|
| Accenture Services Pvt. Ltd. | Project Management Consultant (PMC) for overall project coordination and monitoring support |
| LEA Associates               | Design & Supervision Consultant (DSC) for designing and supervising civil works             |
| Aide-et-Action               | Awareness and Mobilization Consultant (NGO)   |

The above background gives an overall structure of the project as well as various stakeholders involved in the project. It's expected that the TTP will workout its approach & methodology in order to successfully implement 'This Engagement'.

**3. About the professional development of In-service teachers, head teachers/principals and master trainers of Meghalaya through training ('This Engagement')**

This Engagement is one of the key component of the project under Output-1. As part of this project, the selected Teacher Training Provider (TTP) shall impart professional development programs for the in-service training and development of Secondary & Higher Secondary (SHS) teachers, head teachers/principals in order to achieve the objective of the Output-1 i.e. Improved teaching and learning in government-aided SHS schools. A cohort of master trainers (State Facilitators) will also be developed to support building capacity within the State. It is required that the said in-service SHS teachers, head teachers and master trainers through this Engagement will be receiving dedicated support that enables them to become confident reflective practitioners in their roles and ensure that they:

- I. Develop professional acumen to demonstrate their professional and educational responsibilities in the context of the Meghalaya Education System
- II. Develop knowledge and skills in planning for reflective teaching, teaching methodologies and in providing feedback to the participants (to include teachers and their learners)
- III. Develop confidence in evaluating and reflecting on their professional practice in schools
- IV. Develop skills to enhance the confidence and level of participation of students in the classroom activities leading to their effective learning.

**4. Purpose of this REoI**

Through this REOI, the GOM envisages to prepare a shortlist of pre-qualified bidders for submitting a technical as well as financial proposal based on the Request for Proposal (RFP) to be released by GOM subsequently for the selection of TTP. The prospective bidders shall be included in the shortlist based on the criteria as in section 17 of this REoI document. The RFP shall be issued only to the pre-qualified bidders included in the shortlist.

The following sections of this REOI present the broad business requirements and Scope of Work (SoW) envisaged for the TTP for the professional development of the Secondary/ Higher Secondary School teachers, Head teachers, Principals and capacity development for Master Trainers in the State of Meghalaya under the ambit of this project. The business requirements and the SoW described in the subsequent sections are indicative and at broad level only. The detailed SoW shall be presented in the RFP subsequently.

## **5. Requirements for the professional development of In-service teachers, head teachers/principals and master trainers of Meghalaya through training**

As stated above, the selected TTP will be required to carry out the training and professional development of in-service teachers, head teachers/principals and master trainers in the State of Meghalaya by means of a suitable training and development intervention. The TTP will be expected to build capacity by creating master trainers as identified by the Department of Education, Meghalaya. Below are the requirements that the TTP needs to address for imparting professional development programs to the teaching professionals already alluded to. The TTP for the above-mentioned training intervention is required to:

- a. **Requirement 1:** Design training programs and develop content (core service)
- b. **Requirement 2:** Conduct and deliver training programs as per the design (core service)
- c. **Requirement 3:** Manage logistics for delivering and conducting training programs.

All programs and activities need to be aligned with the National agenda including, but not limited to, the National Policy of Education and National Curriculum Framework for Teacher Education 2009 and State Educational Policy.

## **6. Scope of Work (SoW)**

Following is the SoW envisaged for the TTP to address the requirements cited in section 5:

### **6.1. Design training programs and develop content**

The TTP is expected to design the training programs and develop the content inputs to instill core competencies and develop collaborative attitudes such as classroom management, motivation, leadership skills, higher order thinking as well as inclusivity among the participants undergoing the training. It is also expected that the training programs are so designed to be able to achieve the objectives as defined in section 3. Besides emphasis on teaching–learning strategies and the integration of ICT for effective classroom practice, the TTP will take into consideration the following aspects when developing the programmes so that teachers/head teachers/principals and master trainers can be helped;

- To enhance the knowledge, potentiality and talent of their learners
- To put contextualize emphasis on contextual activities by using examples that are related to the real lives of their learners
- To promote learning through activities, discovery and exploration in a learner-friendly and learner-centered manner
- To encourage their learners to express views freely and to promote their active participation in all class/session activities

- To become empowered in competency-based and activity-based teaching-learning

The table below presents broad needs around which the TTP shall design training programs and develop content considering socio-cultural needs of Meghalaya for in-service teachers, head teachers/principals and master trainers in order to progress the identified core competencies.

### **6.1.1. Envisaged broad training needs for Secondary/Higher Secondary (SHS) teachers**

Following are the broad training needs as identified during the Training Needs Analysis (TNA) conducted by the British Council project team (CDTA-BC). It is expected that the TTP should design, develop and conduct training programs for SHS teachers in order to fulfill the broad training needs mentioned in the table 6.1.1.1 below and thus, help to develop core competencies/attitudes in the participants for effective classroom teaching.

| <b>Broad Training Needs as identified for the SHS teachers</b> | <b>Desired Core Competency/Attitude to be developed</b>  |
|--|--|
| Classroom management   | 1. Ability to create a conducive environment for learning & positive classroom culture   |
|  | 2. Ability to manage individual/pair, group-work within the classroom  |
| Teaching strategy  | 3. Ability to carry out effective classroom transactions. (key activities happening in a lesson – ranging from the ways and means to introduce/start lessons, presentation of concepts/activities, students participation/ activities using, teaching aids and evaluation) |
|  | 4. Ability to develop and use an effective Unit/lesson plan (e.g. daily, monthly, quarterly, yearly)   |
|  | 5. Ability to develop an appropriate classroom discourse- the language (talking or conversation) used while teaching and the style of presentation and organisation  |
|  | 6. Ability to create an environment to enable learning among students in terms of Gender Equality and Social Inclusion (GESI)  |
| Strategies to enhance motivation of teachers and learners      | 7. Enhancement of the levels of motivation   |
| Institutionalizing innovative practices                        | 8. Development and effective use of teaching learning materials (including ICT)  |

| Broad Training Needs as identified for the SHS teachers                | Desired Core Competency/Attitude to be developed  |
|--|---|
| Self-Development (CPD) to include development of higher order thinking | 9. Ability to maintain an ongoing teacher's diary (or journal)  |
|  | 10. Ability to develop and implement Continuing Professional Development (CPD) through collaboration with other teachers, self-study and continuous improvement |
|  | 11. Developing Professional Learning Communities (PLC) within Schools   |
| Assessment strategies  | 12. Ability to assess learners  |

Table 6.1.1.1: Needs and core competencies for SHS teachers

**A. Indicative cycle for SHS teachers**

It is envisaged that the entire training program will be implemented in multiple batches. Each participant in a batch shall undergo a training program consisting of three phases that will constitute a complete cycle. The cycle is broadly structured in the manner as described in sections below. Following is the indicative duration of engagement of the participants.

| Type of participants | Duration <sup>2</sup>  | Remarks   |
|----------------------|--|---|
| Teachers             | 26 days  | 10 days training in each phase<br>One day holiday – a Sunday - in each phase<br>Two day travel in each phase  |
| Head teachers        | 14 days  | 5 days training in each phase<br>Two day travel in each phase   |
| Master trainers      | 32 days in the first 6 months of training of teachers            | 3 days induction program<br>10 days training in each phase<br>One day holiday on Sunday in each phase<br>3 day refresher training<br>Two day travel in each phase , during induction and refresher training |
|                      | About 30 days over a period of 30 months of training of teachers | To be worked out after their training and discussion with TTP   |

Table 6.1.1.A.1: Indicative number of the participants to be trained

For SHS teachers, the batch shall consist of up to 30 teachers. Each batch shall undergo training as described below:

| Phase     | Duration <sup>3</sup> | Delivery mode                | Description  |
|-----------|-----------------------|------------------------------|--|
| Phase I   | 10 days               | Classroom based face-to-face | In this phase, the participants in a batch of up to 30 shall undergo training to develop broad competencies as described in table 6.1.1.1. This phase shall at least comprise of 60 hours of inputs i.e. 5 hours of face-2-face training + 1 hour end-of-day for reflection/diary completion   |
| Phase II  | 2 months              | On Job learning              | After the completion of Phase I training, the batch shall return to their respective schools. The participants shall apply the knowledge & skills acquired during Phase I training while “on-the-job”. During this phase, the participants shall undertake on-the-job activities of approximately 50 hours in liaison with head teachers. TTPs are encouraged to suggest innovative ways of tracking participants’ progress during this phase. |
| Phase III | 10 days               | Classroom based face-to-face | After the completion of Phase II, the batch will return for face-to-face discussions of their on-the-job experience as well as take part in further learning. During this phase the participants will submit all the documents relating to the work they carried out during the phase II and get the feedback from the facilitators. This phase shall at least comprise of 60 hours of inputs.   |

Table 6.1.1.A.2: Description of Cycle for SHS teacher training

### **6.1.2. Envisaged broad training needs for head teachers/principals**

The head teachers/principals are expected to provide academic support, guidance and leadership to the teachers in training and also to ensure that the teachers are able to practice what they have learnt or acquired in the training program. To ensure this, the training developed for SHS teachers described in section 6.1.1 should be suitably adopted. Besides this, the head teachers/principals need to play a leadership role in the school as well as support and guide their teachers also; hence, the TTP shall also develop additional modules as mentioned below for the holistic development of head teachers:

| Broad Training Needs as identified for head teachers/principals        | Desired Core Competency/Attitude to be developed   |
|--|--|
| Academic Leadership skills   | 1. Understanding of implications of each of the teacher training inputs provided for overall school improvement. |
|  | 2. Ability to monitor teachers' academic activities and provide support and guidance.                            |
| Learning standards assessment  | 3. Ability to set standards for the school and to achieve those with support from the teachers.                  |
| Higher order thinking  | 4. Ability to carry out reflective practices   |
| Self-Development (CPD) to include development of higher order thinking | 5. Developing Professional Learning Communities (PLC) within Schools   |

Table 6.1.2.1: Needs and core competencies for Head teachers/Principals

#### A. *Indicative cycle for head teachers/principals*

For Head Teachers and Principals of SHS, the batch shall consist of about 25 participants. Each batch shall undergo training as described below:

| Phase    | Duration <sup>4</sup> | Delivery mode                              | Description   |
|----------|-----------------------|--|---|
| Phase I  | 5 days                | Classroom based face-to-face (Residential) | In this phase, the participants in a batch of about 25 of shall undergo training to develop broad competencies as described in table 6.1.2.1. This phase shall atleast comprise of 60 hours of inputs including 1 hour of reflection and diary  |
| Phase II | 2 months              | Distance learning                          | After the completion of Phase I training, the batch shall return to their respective schools. The participants shall apply the knowledge & skills acquired during Phase I training while on-the-job.<br>During this phase, the participants shall undertake on-the-job activities of providing academic guidance to teachers and maintain a record of such activities.<br>TTPs are encouraged to suggest innovative ways of tracking participants' activities/progress during this phase. |

<sup>4</sup> 1 working day is for 8 hours

| Phase     | Duration <sup>4</sup> | Delivery mode                              | Description   |
|-----------|-----------------------|--|---|
| Phase III | 5 days                | Classroom based face-to-face (Residential) | After the completion of Phase II, the batch will return for face-to-face discussions of their on-the-job experience as well as take part in further learning. This phase shall at least comprise of 30 hours of inputs including 1 hour of reflection and diary |

Table 6.1.2.1.A.1: Description of Cycle for Head Teachers/Principals of SHS

### 6.1.3. Envisaged needs for master trainers

Besides training in-service SHS teachers and head teachers/principals, the project intends to develop State capability of a cohort who can impart training to school teachers. Therefore, it is required that approximately **100** Master Trainers (State Facilitators) should also be developed to build the capacity of the State for training teachers. The list of the master trainers shall be provided by GoM. The identified master trainers are to be provided with all inputs to the teachers and the head teachers/principals as described in the above tables 6.1.1.1 & 6.1.2.1 (with their participation in the first and third phase of training) and provide the necessary inputs to take on the role of trainers/facilitators in the subsequent teacher training programs along with the trainers of the TTP.

| Broad Training Needs for the master trainers                           | Desired Core Competency/Attitude to be developed for the master trainers                                       |
|--|--|
| Training strategy and Communication skills                             | 1. Ability to design and develop training programs   |
|  | 2. Ability to develop appropriate training discourse   |
|  | 3. Ability to conduct effective training sessions  |
|  | 4. Ability to create an environment to enable learning in terms of Gender Equality and Social Inclusion (GESI) |
| Classroom (training) management  | 5. Ability to carry out effective classroom transactions in the training situations                            |
|  | 6. Ability to manage individual/pair, group-work in the training situations                                    |
| Motivation strategies  | 7. Ability to enhance the motivational levels of trainees  |
| Learning standards assessment  | 8. Ability to assess learners with respect to training inputs provided   |
| Self-Development (CPD) to include development of higher order thinking | 9. Developing Professional Learning Communities (PLC) within Schools   |

Table 6.1.3.1: Needs and core competencies for Master Trainers

**A. Indicative cycle for the training program for master trainers**

It is envisaged that 100 master trainers will be developed to build the capacity of the State to, in turn, train teachers. After their training, the master trainers' services will be utilized to take part in training alongside the TTP facilitators, taking more responsibility as the Project roll out.

Master trainers shall first undergo the training designed and developed for SHS teachers to develop overall their expertise and also to prepare them to take up the role of trainer in later batches. Master trainers shall also be the observer and play the role of co-trainer for a period along with the trainers of TTP to acquire training delivery skills. Following is the envisaged structure for the training of the master trainers:

| <b>Training</b>      | <b>Duration<sup>5</sup></b> | <b>Delivery mode</b>   | <b>Description</b>   |
|----------------------|-----------------------------|------------------------|--|
| Orientation training | 3 days                      | Face-to-face           | All the master trainers as identified by the State shall undergo a 3-day induction program prior to the training cycle where they will be given an orientation on their roles and responsibilities as master trainers. The orientation training shall at least comprise of 18hrs of input including 1 hr of reflection and diary.  |
| Phase I, & III       | As per SHS teacher training | As per training design | The identified master trainers shall take in the teacher training programs as participants and will be helped to understand the inputs provided and also make their notes/reflections for taking up the role of trainers in discussion with their TTP trainers   |
| Refresher training   | 3 days                      | Face-to-face           | Master trainers after the completion of the training cycles and other training programs as per design shall undergo a refresher program to affirm the knowledge & skills acquired to conduct teacher training as trainers. The refresher training shall at least comprise of 18hrs of input including 1 hr of reflection and diary |

Table 6.1.3.A.1: Description of Cycle for master trainers

The training program for each participant shall be considered accomplished only after the completion of one entire cycle. For the successful completion of the training, it is necessary that the participants complete the 3 phases of training and submit all the documents such as

reflection reports, feedback, activities carried out during all the phases of training etc., as decided by the TTP.

#### **6.1.4. Student Learning Outcomes**

While the training is not intended to include students from approximately 655 government-aided schools, it is important to bear in mind their learning outcomes in order to meet the project goals to ‘enhance the employability of Meghalaya’s youth by improving quality, delivery and access to Secondary and Higher Secondary education’. Some of the expected student learning outcomes resulting from the delivery of the professional development of in-service teachers, head teachers/principals and master trainers of Meghalaya are cited in the table 6.1.4.1 below.

| <b>Desired Student Learnings</b>         | <b>Broad Learning Needs</b>  |
|--|--|
| Confidence, Communication and Motivation | 1. Ability to ask questions, articulate view-points and contribute to classroom discussions                                    |
|  | 2. Ability to play an active role in group activities  |
| Academic Achievement                     | 3. Improvement in performance of students in the final examination in comparison to performance of students the previous year. |

Table 6.1.4.1: Student learning outcomes

#### **6.1.5. Monitoring and Evaluation (M&E)**

The TTP is expected to develop a comprehensive mechanism of M & E for assuring the effectiveness of the training programs, designed and developed by them. In this regard, necessary questionnaires, assessment tools (online/ printed version), classroom observation formats, etc. may be developed in consultation with Project and GOM experts). A suggestive M & E guide based on Guskey’s Five Levels of Professional Development is annexed for reference (See Appendix A). The TTP would be free to adapt/ adopt this or may propose an alternative or better approach for monitoring and judging the effectiveness of trainings.

It is expected that the satisfaction scores of the majority of trainees after the completion of any training program and for any batch should be approximately 80% or above. In case this does not happen, the TTP needs to review their training strategy on the basis of feedback from the participants and discussion with the CoE. After the training, the participants need to feel empowered and enriched to carry out their functions more effectively. Improved classroom processes and motivation of learners to learn would be the key to judge the effectiveness of trainings.

Below is the reference of the type of M&E that needs to be conducted during the course of Engagement:

**1. Level 1: Participants' Reaction**

- Level 1 is aimed at measuring how the (i) SHS teachers; (ii) head Teachers/principals; and (iii) master trainers who participate in the training react to the professional development experience. The assessment instruments will be developed and administered by the TTP.

**2. Level 2: Participants' Learning**

- Level 2 measures the knowledge and skills that all the (i) SHS teachers; (ii) head teachers/Principals; and (iii) master trainers participating in the program have gained. The TTP will develop the assessment instruments to assess learning, which should link to the desired competencies in Section 6.1.1 to 6.1.5.

**3. Level 3: Organization Support and Change**

- Level 3 looks at the organizational (school) support that (i) SHS teachers; and (ii) head teachers/principals receive in their respective schools that can hamper or enhance the implementation of the knowledge and skills obtained. The TTPs will develop tools and assess the level of organizational (school) support received in Phase II (See Section 6.1.1 to 6.1.5).

**4. Level 4: Participants' Use of New Knowledge and Skills**

- Level 4 looks specifically at how the (i) SHS teachers and (iii) master trainers apply the knowledge and skills obtained from the training in their classrooms. The TTP will develop the instruments for assessing the application of knowledge gained through the training programme through a set of criteria that can be directly observed in a classroom. It is important that the tools are developed in a way that they can be easily administered by others. The TTP is expected to test the tools and deliver the evaluation of Level 4 of sample schools in the first cohort.

**5. Level 5: Student Learning Outcomes**

- Level 5 looks at the impact of the training on students. This will cover the monitoring and the evaluation of the training outcome as per the indicators defined in the Design & Monitoring Framework (DMF) for the project “Supporting Human Capital Development in Meghalaya”. The TTP shall support in designing the assessment instruments to assess the training outcomes as per DMF.

## 6.2. Conduct and deliver training programs as per the design

The delivery of the training programs shall largely depend on the approach and methodology proposed by the TTP. However, the following are broad modes of delivering training as suggested:

- I. Classroom based face-to-face delivery
- II. Support delivery using ICT tools such as video-conference, web-castings, web2.0 tools
- III. Individual, group, as well as field-visit based, delivery
- IV. Monitoring, using virtual tools such as phone, mail, etc. especially during the on-the-job phase of the training programs
- V. Evaluation of the training through evaluation/feedback questionnaire assessing reports/dairy/journals/Focus Group Discussions (FGD) with participants etc.

## 6.3. Manage logistics for delivering and conducting training programs

The TTP shall be responsible for arranging as well as managing, including the payment of the following broad logistics for conducting as well as delivering the training programs

- I. Travel, board and lodging for participants including the master trainers while attending the training programs. The TTP may appropriately arrange for board & lodging on a twin-sharing basis with breakfast, lunch and dinner, internet facility as well as reimbursement of travel fare on actuals for attending the training
- II. Honorarium of Rs.1000/day for master trainers during the delivery of training
- III. Training kits (bags, pen, writing pads, materials etc.)
- IV. Refreshments and lunch during the training programs
- V. Hiring of training venues with training logistics such as projectors, laptops/computers, audio/video accessories, etc.
- VI. Contingencies (such as internet connectivity, generators during power failure, etc.).

### 6.4.1. Print and Non-Print Materials

Further, the TTP shall develop the following print and non-print contents for the training programs. The intellectual property rights (IPR)/copyright regarding all the print and non-print contents/Reference material/etc. shall remain with GOM.

|              |  |                               |
|--------------|--|-------------------------------|
| <b>Print</b> | Reference reading materials / articles/ case studies, evaluation/feedback questionnaires | For participants and trainers |
|              | Participant Notes to include Activity sheets (Individual, group, etc.)                   | For participants and trainers |

|                  |   |  |
|------------------|---|--|
|                  | Essential reading materials   | For participants and trainers  |
|                  | Reflective diaries/ journals for recording notes during the training  | For participants and trainers  |
|                  | Trainer Notes   | For TTP facilitators as well State Identified facilitators (master trainers) |
| <b>Non Print</b> | Contents and other training materials in the form of CDs; DVDs; Films; software; ICT tool; Materials or Tablets/PCs, etc. | For TTP facilitators as well State Identified facilitators (master trainers) |

Table 6.4.1.1: Print and non-print contents

## 7. Number of teachers to be trained as well as the geographical coverage

Under the SHDCM project, up to **3,500** SHS teachers, including head teachers/principals and master trainers, are to be trained within the State of Meghalaya. Following is the indicative break-down:

| Type of participants   | Indicative Number |
|--|-------------------|
| SHS School Teachers (excluding 50 SHS teachers selected as master trainers as well as excluding 655 Head teachers) | 2745              |
| Head Teachers  | 655               |
| Master trainers (75 SHS teachers and 25 other teaching professionals)  | 100               |
| <b>Total participants to be trained</b>  | <b>3500</b>       |

Table 7.1: Indicative number of training professionals to be trained

The time frame to achieve this target is November 2018 from the date of signing contract. Teachers are to be trained from all the 11 districts of the Meghalaya. GoM will carry out the selection of the teachers, head teachers/principals as well as master trainers and provide the indicative list of participants to the TPP before signing of the Contract. Depending on the performance of the TTP, the contract of TTP may be extended to train a further, approximately, 1500 SHS teachers i.e. about 5000 SHS teachers in total. Government of Meghalaya reserves right to increase or decrease the additional number of participants for training as referred to in table 7.1.

## 8. Training Venues

As stated in section 6.2 & section 6.3, the TTP shall be responsible for arranging, managing and maintaining logistics for the training programs identified including training venues. It is expected that the training will be provided in the two districts viz. East Khasi Hills and Tura for better management and monitoring.

Bidders may opt to have additional training centres with multiple training facilities within the two districts in order to meet the training targets.

## 9. Details for ICT-based activities

It is desired that the TTP should develop a web-based e-learning platform for the participants as well as other stakeholders. Apart from the print and non-print mode, the following aspects should also be developed on a web-based IT platform;

- Interactive modules for phase II of training
- A knowledge repository
- Assessment tools.

For the above, the TTP will be responsible for developing all functional requirements, contents and management of the activity. The GoM will provide ICT support for developing, hosting and maintaining the above.

## 10. Approval process of the deliverables

The TTP shall submit various deliverables such as reports, training design and content, assessment tools, etc. to the Committee of Experts (CoE) comprising representatives/heads from GoM, consulting partners, etc. for approval. The CoE shall deliberate on the deliverables submitted by the TTP. TTP shall appropriately incorporate such suggestions/feedback/ comments in to the deliverable and submit the same to CoE for its approval. The CoE shall;

- Work actively with selected TTP especially at the training design stage
- Work with TTP to development training quality assessment tools
- Vet every individual training quality assessment report & if training report is not satisfactory, then CoE will recommend re training that batch
- Also evaluate training sessions on sampling basis

## 11. Indicative Timelines & Milestones

Besides milestones cited in the table below, the TTP is required to submit Quarterly Evaluation Reports (QER) of the completed training conducted in the quarter to CoE. The TTP shall design the template of the QER for quarterly reporting in consultation with the CoE. Following is the indicative timeline (T) that the TTP should follow to achieve the milestones as described.

| Milestones  | T Time line (in Calendar Days) |
|---|--------------------------------|
| Signing of Contract   | $T_0$                          |
| Submission of Inception Report including training implementation schedule, program plan, M&E plan, etc. | $T_1 = T_0 + 15$               |
| Submission of draft design and content of the training program for all                                  | $T_2 = T_1 + 60$               |
| Pilot training program (Phase I) for SHS teachers, Head teacher/Principals and Master trainers          | $T_3 = T_2 + 5$                |

| Milestones   | T Time line (in Calendar Days) |
|--|--------------------------------|
| Finalization of the design and content of the training program after the pilot                                 | $T_4 = T_3 + 10$               |
| Completion of Phase I training program for all Master Trainers   | $T_5 = T_4 + 10$               |
| Completion of 1st cycle of SHS Training of first 21 batches  | $T_6 = T_5 + 140$              |
| Completion of 2nd cycle of SHS Training of next 21 batches   | $T_7 = T_6 + 140$              |
| Completion of 3rd cycle of SHS Training of next 21 batches   | $T_8 = T_7 + 140$              |
| Completion of 4th cycle of SHS Training of next 18 batches   | $T_9 = T_8 + 120$              |
| Completion of single cycle of Head Teachers/Principals in 26 batches   | $T_{10} = T_5 + 130$           |
| Completion of Master Trainers Training within the training cycles of SHS Teachers and Head Teachers/Principals | $T_{11} = T_5 + 150$           |

Table 11.1: Milestones & Timelines

## 12. Indicative Reporting requirements & Payment terms

The TTP may submit their invoice as per the schedule cited below. Payment shall be disbursed on the approval of the deliverables stated in the table below:

| #  | Deliverables  | Payment in %age of the Total Contract Value |
|----|---|---|
| 1. | Mobilization Advance  | 10% ( $T_0$ )                               |
| 2. | Submission and acceptance of the Inception Report   | 10% ( $T_1$ )                               |
| 3. | Submission and acceptance of final design and content of the training program after the pilot   | 10% ( $T_4$ )                               |
| 4. | Starting from Jan 2017 till November 2018, submission and acceptance of QER at the end of each quarter for the completed training events in each (10% in each quarter and total 5 quarters) | 50% ( $T_5$ to $T_{11}$ )                   |
| 5. | Submission and acceptance final Evaluation Report at the end of Nov 2018  | 20%   |

Table 12.1: Deliverables & Payment terms

## 13. Meghalaya School Improvement Program

The TTP shall also be required to align the training intervention according to the guiding principles identified under Meghalaya School Improvement Program (MSIP) framework which is largely to:

- i. Reduce isolation through collaborations and effective communication
- ii. Increase staff capacity through continuous professional development
- iii. Create a supportive school environment
- iv. Strive for continuous improvement

## 14. Indicative Team composition and qualification

It envisaged the following group experts as mentioned in the table below would be required for planning, designing, developing materials and conducting training for SHS teachers, Head Teachers/Principals & Master Trainers.

The TTP should ensure the availability of two training experts per day for providing training to the batches. The TTP should list out at least 20 experts for teacher training, 10 for Head Teachers/Principals, 6 for Master Trainers for induction and refresher. From the list the TTP could rotate experts for different centers, different training days and training sessions. It may also be noted that TTP shall ensure the availability of the proposed key experts during the course of the This Engagement.

**14.1. Indicative requirements of the Key Experts**

| Nature of Experts                   | Number of persons | Number of Person Month | Qualification                                | Experience   | Indicative ToR for the Key Experts   |
|-------------------------------------|-------------------|------------------------|--|--|--|
| <b>National Key Experts</b>         |                   |                        |  |  |  |
| Module / Content design experts     | 1                 | 3                      | Ph.D in Education preferred /Master's Degree | 10 years in developing and designing training designs prog/materials | <ul style="list-style-type: none"> <li>• Liaise with CoE to discuss and assess the training needs of Secondary and Higher Secondary teachers who are currently teaching in the Government aided-schools of Meghalaya.</li> <li>• Liaise, work with and support the National Curriculum Development Experts in materials development for the training programmes.</li> <li>• Develop contextualized content materials, based on contemporary learner-centred, reflective practice methodologies, for secondary-higher secondary school Head teachers/Principals, teachers and Master Trainers based on an understanding of their needs.</li> <li>• Produce relevant, quality, professional materials well in time for review by GOM and project consultants before being printed and bound to quality standards.</li> <li>• Focus on how ICT-based teaching methods can be used for improving the effectiveness of teaching and learning in both training programmes and in schools.</li> <li>• Serve as a first point of call for pedagogical/materials development advice on the part of GOM as well as other project related staff and consultants.</li> </ul> |
| Trainers for Head Teachers training | 2                 | 7                      | Master Degree/M.Ed/ Ph.D in                  | 10 years in training secondary/higher secondary head teachers        | <ul style="list-style-type: none"> <li>• Liaise with GOM and Project Consultants to discuss the training programme</li> </ul>  |

| Nature of Experts                     | Number of persons | Number of Person Month | Qualification                                   | Experience  | Indicative ToR for the Key Experts  |
|---------------------------------------|-------------------|------------------------|---|---|---|
|                                       |                   |                        | education preferred                             |   | <ul style="list-style-type: none"> <li>• Be present on-site at the training centres on all days of the working sessions for conducting training</li> <li>• Design and develop training session plans, following tailor-made training materials for Head teachers/Principals (participants)</li> <li>• Conduct and facilitate on-site sessions based on the agreed training plan, off-line discussions as well as any assignments/projects</li> <li>• Help programme participants develop any presentations for the sessions</li> <li>• Prepare a report on the training programme conducted based on a template (to be provided by the TTP)</li> </ul>  |
| Trainers for Master Trainers training | 2                 | 1                      | Master Degree/M.Ed/ Ph.D in education preferred | 10 years in training secondary/higher secondary head teachers | <ul style="list-style-type: none"> <li>• Liaise with GOM and Project Consultants to discuss the Master training programme</li> <li>• Be present on-site at the training centres on all days of the working sessions for conducting training</li> <li>• Design and develop training session plans, following tailor-made training materials for teachers (participants)</li> <li>• Conduct and facilitate on-site sessions based on the agreed training plan, off-line discussions as well as any assignments/projects</li> <li>• Support the trainee Master Trainees during the training sessions as well as during their participation in the teacher training sessions</li> <li>• Help programme participants develop any presentations for the sessions</li> </ul> |

| Nature of Experts  | Number of persons | Number of Person Month | Qualification                                     | Experience   | Indicative ToR for the Key Experts   |
|--|-------------------|------------------------|---|--|--|
|  |                   |                        |   |  | <ul style="list-style-type: none"> <li>• Prepare a report on the training programme conducted based on a template (to be provided by the TTP)</li> </ul>   |
| Experts on development of materials including evaluation tools | 1                 | 3                      | Ph.D in Education preferred /Master's Degree/M.Ed | 10 years in designing /developing materials for training teaches and conducting evaluation studies | <ul style="list-style-type: none"> <li>• Liaise with CoE to discuss and assess the training needs of Secondary and Higher Secondary teachers who are currently teaching in the Government aided-schools of Meghalaya</li> <li>• Liaise, work with and support the International Curriculum Development Experts in materials development for the training programmes</li> <li>• Support the development of contextualized content materials, based on contemporary learner-centred, reflective practice methodologies for secondary-higher secondary school Headteachers/Principals, teachers and Master Trainers based on an understanding of their needs</li> <li>• Develop &amp; advise in the production of relevant, quality, professional materials</li> <li>• Develop ICT-based teaching methods can be used for improving the effectiveness of teaching and learning in both training programmes and in schools</li> <li>• Serve as a point of call for pedagogical/materials development advice on the part of GOM as well as other project related staff and consultants</li> </ul> |
| Programme management experts (2 per training location)         | 4                 | 24                     | Post Graduate Degree                              | 10 years in project management and implementation  | <ul style="list-style-type: none"> <li>• Will be responsible for the overall smooth functioning of the train programs.</li> <li>• Liaise with GOM and Project Consultants to discuss all logistical needs for the training programmes, including classrooms, board and lodging of participants etc.</li> </ul>   |

| Nature of Experts | Number of persons | Number of Person Month | Qualification | Experience | Indicative ToR for the Key Experts  |
|-------------------|-------------------|------------------------|---------------|------------|---|
|                   |                   |                        |               |            | <ul style="list-style-type: none"> <li>• Liaise with GOM and Project Consultants to become familiar with all aspects of the training programmes.</li> <li>• Liaise with International and National trainers regarding their needs for the training programmes.</li> <li>• Be at the training centres one-day in advance of programme start-up to ensure all arrangements are in place including rooms, equipment, training packs and materials etc.</li> <li>• Organize workshops (logistics, support for resource persons, venue etc.) pertaining to designated training programmes so that the above training development initiatives can be rolled out in a planned and coherent manner.</li> <li>• Maintain all the bills and accounts pertaining to the workshops under the responsibility of the TTP.</li> <li>• Appropriately work with the trainers to design the workshops keeping in mind local sensitivities, especially in the backward districts and rural areas of Meghalaya.</li> <li>• Serve as a first point of call for all logical and programme advice on the part of GOM as well as other project related staff and consultants</li> <li>• Advise GOM/Project Consultants about the feedback received from stakeholders during the workshops, and suggest ways in which to respond effectively</li> <li>• Maintain detailed record of training workshops and prepare synopsis reports to highlight the main achievements and concerns</li> </ul> |

| Nature of Experts              | Number of persons | Number of Person Month | Qualification                                  | Experience   | Indicative ToR for the Key Experts   |
|--------------------------------|-------------------|------------------------|--|--|--|
|                                |                   |                        |  |  | <ul style="list-style-type: none"> <li>• Present the progress/deliverables in the various review meetings, etc.</li> </ul>   |
| Trainers for Teachers training | 4                 | 24                     | Master Degree/M.Ed/Ph.D in education preferred | 10 years in training secondary/higher secondary teachers | <ul style="list-style-type: none"> <li>• Liaise with GOM and Project Consultants to discuss the training programme</li> <li>• Liaise, work with and support the International Teacher Training Experts in the accomplishment of the agreed training programmes</li> <li>• Be present on-site at the training centres on all days of the working sessions for conducting training</li> <li>• Design and develop training session plans, using tailor-made training materials for teachers (participants)</li> <li>• Conduct and facilitate on-site sessions based following the agreed training plan, off-line discussions as well as any assignments/projects</li> <li>• Help programme participants develop any presentations for the sessions</li> <li>• Prepare a report on the training programme conducted based on a template (to be provided by the TTP)</li> </ul> |

Table 14.1.1: ToR for the key experts

## **15. Methodology for Selection of TTP**

The entire selection process for the engagement of the TTP shall be made in accordance with ADB's Guidelines on the Use of Consultants, 2013 (as amended from time to time), and will be conducted in two stages:

### ***15.1. Stage 1: Shortlist of bidders***

On the basis of the 'Expressions of Interest (EOI)' submitted by the prospective bidders in response to this REOI, DOF will prepare a shortlist of prospective bidders who meet the shortlisting criteria.

### ***15.2. Stage 2: Selection of TTP from the shortlist***

DOF (the Executing Agency) will send the Request for Proposal (RFP) to all the bidders who have been pre-qualified and included in the shortlist. The RFP will provide detailed TOR for training delivery including, amongst others:

- Quality of training materials that the TTP will use in the training;
- Adequacy of equipment, tools and instructional aids and venue that the TTP will use in the training;
- Adequacy of training venue;
- Monitoring and evaluation plan to ensure quality of training.

From the shortlist, one bidder will be selected for providing training. The selection shall be made on a competitive basis, using a Quality and Cost Based Selection (QCBS) method based on evaluation of Full Technical Proposals. The evaluation will be carried out using 90:10 Quality and Cost criteria. The bidder scoring highest composite score (including quality and cost parameters) shall be called as the successful bidder and will be requested for further negotiations and subsequently signing of the contract. The detailed selection process shall be explained in the RFP to be released. DOE shall sign the contract with the successful bidder for the training assignment. After signing the contract the successful bidder will be termed as the Teachers Training Provider (TTP).

## **16. Entities eligible to participate**

The participating entities should be incorporated in ADB member countries. Joint Ventures comprising of up to a maximum three (3) national and/ or international entities including foreign entities incorporated outside India, shall also be entitled to apply for pre-qualification for inclusion in the shortlist. However, in the case of Joint Ventures, the parties to the Joint Venture must execute a legally binding Joint Venture Agreement, in terms of which all members of the Joint Venture undertake to remain jointly and severally liable towards GOM.

## **17. Submission of Expressions of Interest**

DOF invites bidders who are 'eligible entities' and Joint Ventures in terms of section 16 above to submit expressions of interest (EOI) to be part of the shortlist of pre-qualified bidders. The EOI should be submitted in the Standard EOI template of ADB only online on Consultancy Recruitment Notice (CSRN) in ADB website. Bidder failing to submit EOI in standard EOI template of ADB shall be rejected.

Each bidder shall submit only one EOI. Each bidder must submit the following information/ documents as a part of its EOI:

### ***17.1. Organizational information***

- Profile of the bidder (name, address of the registered office/ other offices across India/abroad, telephone number, Email ID, name of principal point of contact, etc.)
- Certified copy of the Joint Venture Agreement (if the EOI is being submitted by a Joint venture), including the details of the Lead Member and all other members of the Joint Venture;
- Certified copy of the incorporation/ constitution documents (Certificate of Incorporation, Memorandum and Articles of Association, Trust Deed, LLP Agreement, Certificate of Registration as a Society, Charter Document etc., as applicable).
- Audited Financial statements (Balance Sheet, P/L account) of last three financial year or certificate from CA

### ***17.2. Nature of the business of bidder and key personnel***

- Bidder's history (duration of being in the training business and the track record of having conducted training programs of similar nature and magnitude anywhere in India, particularly in the north east) with details of any certifications, awards, recognitions etc.);

## **18. Important Terms & Conditions**

Each bidder must take note of the following important terms & conditions before the submission of its REoI:

- The bidders are advised to familiarize themselves with the requirements of selection criterion.
- DOF reserves the right to pre-qualify or not to pre-qualify any or all of the bidder(s) without assigning any reason whatsoever.
- DOF reserves the right to postpone or cancel the shortlisting process at its sole discretion and without assigning any reason.
- The mode of submission shall through ADB CMS and hard copy submission shall not be evaluated.
- The deadline for the submission of EOIs is as indicated in the CSRN.
- EOIs received after the deadline shall be liable to be rejected.

## APPENDIX-A

### MONITORING AND EVALUATION<sup>6</sup>

| Evaluation Component              | What questions are addressed?  | How will information be gathered?  | What is measured or assessed?                                    | How will information be used?   | Responsibility  |
|-----------------------------------|--|--|--|---|---|
| <b>1. Participants' reactions</b> | Did they like the training programme?<br>Was the material used interesting and did it make sense?<br>Will the training be useful?<br>Was the leader knowledgeable about teachers and teaching and able to articulate this knowledge?<br>How were the facilities/logistics? | Questionnaires to be administered at the end of the session or training. | Satisfaction level of teachers receiving training                | To improve training design and delivery.  | Teacher Training Providers (TTP) are expected to design and administer the questionnaires |
| <b>2. Participants' Learning</b>  | Did the participants acquire the intended knowledge and skills?  | Assessments that clearly demonstrate what participants are learning.     | Knowledge and skills of participants gained through the training | To improve training content, facilitation and delivery.                             | TTPs are expected to develop and deliver assessments                                      |
| <b>3. Organizational Support</b>  | What was the participants' experience when implementing the training provided?<br>Were they supported by their institution?<br>Were resources made available?<br>Were any problems addressed quickly and efficiently?  | Questionnaires, journals and/or structured interviews with participants. | The schools' facilitation, support and recognition.              | To document and improve organisational support.<br>To inform future change efforts. | TTPs are expected to develop the methodology and assess level of organizational support   |

<sup>6</sup>Adapted from Guskey's Five Levels of Professional Development Evaluation | Guskey, Thomas R. (2002) "Does it make a difference? Evaluating Professional Development" *Educational Leadership* 59:6, pg45-51

| <b>Evaluation Component</b>                             | <b>What questions are addressed?</b>  | <b>How will information be gathered?</b>            | <b>What is measured or assessed?</b>  | <b>How will information be used?</b>   | <b>Responsibility</b>  |
|---|---|---|---|--|--|
| <b>4. Participants' Use of New Knowledge and Skills</b> | Were participants effectively able to apply the new knowledge and skills?   | Direct observations based on agreed set of criteria | Degree and quality of implementation  | To document and improve the implementation of program content.   | TTPs are expected to develop tools, test and deliver in pilot phase. |
| <b>5. Student Learning Outcomes</b>                     | What was the impact on students?<br>Are students more confident and motivated as learners?<br>Are students' academic performance improving?<br>Is student attendance improving?<br>Are dropouts decreasing? | Surveys, observations and secondary sources         | <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Communication</li> <li>• Motivation</li> <li>• Academic Achievement</li> </ul> | To improve all aspects of program. To demonstrate the overall impact of teacher training intervention and learning for GOM's training provision. | Conducted by an independent external evaluator.                      |

