

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

**Terms of Reference  
Enhancing Leadership and Community Development Project  
(Package FSM7: 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 and 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. Community development and engagement are essential to supporting and sustaining teacher quality and school leadership's key areas. The project will conduct comprehensive stakeholder consultations with parents and civil society to develop and support the implementation of strategies for promoting increased parental engagement in education and improving students' school readiness. As strong community mobilizers, churches have the potential to significantly strengthen literacy and numeracy through parent/community literacy workshops. They will be called upon to contribute in this way to IQBE efforts. The Principals' program will integrate this aspect of educational leadership into coursework.

5. Community or parental engagement in schools in FSM, especially in remote and rural islands, is gradually fading away. This has resulted in poor delivery and low-quality education outcome in schools. Therefore, this consultancy intends to focus on promoting the active engagement of parents and the community in schools. This will include a range of approaches that will overcome barriers for parents and the community to engage in schools. Activities supported can comprise project or place-based learning, sustainability projects, parents in school activities related to oral histories or personal stories, reading, etc.

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

6. This project's main objective is to improve school quality by ensuring the effective participation of the community and parents in their schools.

7. The project aims to enhance community and parental support to ensure students' learning competency meets the benchmark. To achieve the above objectives, the following strategies will be adopted:

- i. ***Increase opportunity for participation*** – through an awareness campaign, capacity building programs, and school events, parents and community members shall be asked to be engaged in school matters.
- ii. ***Engage in school activities*** – by forming school committees, a more significant number of parents and community members shall be engaged in school management and governance. Parents and community members shall be invited occasionally as resource persons to deliberate on social, cultural, and religious matters, including some storytelling to students. Community programs in schools shall be organized to welcome families to the school. Parents shall be prepared and engaged in monitoring student progress, school environment, and teacher absenteeism, among others.
- iii. ***Recognize their contribution*** – by organizing events to recognize parent and community support to the school publicly.

## **C. Scope of Services**

8. The Consultant (National Firm/NGO) will perform the following activities and services for this assignment:

- i. Provide technical consulting services in parental and community engagement leading into critical areas of teacher quality and school leadership development.
- ii. Conduct workshops with teachers and school principals on best practices for parent/community engagement.
- iii. Conduct comprehensive stakeholder consultation with parents and civil societies to develop and support the implementation of strategies and policies for promoting increased parental engagement in education and improving students' school readiness.
- iv. Establish an agreement with community agencies and parents as partners to regularly meet and discuss assessment findings of a child's numeracy and literacy skills with parents, contributing to IQBE efforts.
- v. Ensure that parents and community stakeholders understand the value of supporting the education of their children.
- vi. Strengthen the school-parent partnership relationship and develop a year-round calendar of activities for the school with parents and the community's involvement.
- vii. Clarify parents' roles and expectations in school activities, volunteering services in the classroom, graduations, physical education, excursions, traditional skills education, and life skills.
- viii. Provide leaflets and brochures accessible to parents on how to support literacy and numeracy development in their children.
- ix. Develop a work plan for the implementation of this technical assistance and consultation work.
- x. Provide an inception report for approval by the Secretary of the National Department of Education before implementation.
- xi. Strengthen the roles of Parent-Teacher Associations (PTAs) and the Parent Advisory Councils for the school.

#### **D. Detailed Outputs and Deliverables**

9. With an expected input of 24 person-months, the Consultants (Firm), with the support of the IQBE Project Director and in collaboration with the Technical Coordinators of College of Micronesia – Federate States of Micronesia (COM-FSM) and State Department of Education (SDOEs), will deliver the following:

- i. Publish a handbook for parental/community engagement with the following contents:
  - a) A matrix showing relationships among IQBE, National Goals, State Goals, SDG 4.
  - b) Strategies and processes for engaging parents and the community.
  - c) A sample year-round calendar of activities for parent/community engagement in schools.
  - d) PTA and Parent Advisory Council memorandum of agreement between school and parents.
  - e) Workplan for implementing the technical consulting services in parental engagement to schools in FSM, central island schools, and outer-island schools.
- ii. Leaflets and brochures for parent engagement in schools.

- iii. Inception report to National Department of Education (NDOE) and Project Steering Committee (PSC).
- iv. Quarterly, midterm, and end of project reports on the progress of the consulting services.
- v. Provide evaluation reports for every workshop conducted with school personnel and parents/community with recommendations for improvement.

## **E. Team Composition and Inputs**

10. There will be three National Consultants with 18 person-months. Additional team members may be included as required in the proposed approach and methodology of the Consultants. The firm must have extensive program management and implementation experience, especially those related to school management, leadership, and community development.

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

11. **Leadership Development Expert/Team Leader** - 8 person-months, National, intermittently. The expert must have at least a bachelors' degree or equivalent or higher, in education and social sciences, with at least ten years of related experience in providing leadership development in schools, training school principals, teachers, and the school committee members, community mobilization, and capacity building. He/She will:

- i. Lead the team in preparing the Inception Report, Quarterly and Annual Progress, and the Final Report.
- ii. Work closely with the NDOE and SDOE team to develop a comprehensive plan for leadership development in schools focusing on increased participation and contribution of parents and community members in school matters.
- iii. Work closely with the NDOE and SDOE team to implement the leadership development plan.
- iv. Implement principal and teacher capacity development with a focus on improving parent's involvement in schools.

12. **Community Development Expert** – 8 person-months, National, intermittently. The expert must have at least a Bachelors' Degree, or higher, in education, communications, or social sciences with a concentration in community development, particularly in community mobilization, advocacy, and materials development, with at least five years practical experience working in a community development project. He/She will:

- i. Develop and implement programs and activities to mobilize the community for improving the quality of education in general and reading and math skills in particular.
- ii. Develop an advocacy plan and materials and conduct advocacy programs in schools.
- iii. Support in developing principal and teacher capacity in working closely with the parents and the community.
- iv. Support community and parents to increase their participation in school matters.

13. **Training and Capacity Building Expert** – 8 person-months, National, Intermittently. At least a Bachelors' Degree, or higher, in education, social sciences, or communications with a concentration in community participation, training, and capacity building of school teachers,

parents, and the community, with at least three years of experience in community mobilization, capacity building in schools and communities. He/She will:

- i. Develop the school leadership capacity building program for school principals and teachers to enhance community participation in schools.
- ii. Provide training and orientation to school principals and teachers. Orient parents, school teachers, and principals about parents and the community's roles and responsibilities in improving the quality of education in schools.

#### G. Reporting requirements

- i. Reports directly to the Project Director and the Secretary of Education with close coordination with State Technical Coordinators.
- ii. Quarterly and annual progress reports are submitted to the Project Director

#### H. Estimated Timeline

Month	Activity	Output
Dec 2020-February 2021	Advertisement of request for EOI and shortlisting	EOI and shortlist
February 2021	Issuance of RFP <sup>1</sup>	Technical Proposals
February 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	175,000
i) Remuneration: \$5,000 x 18 = \$90,000	
ii) Transportation (Air, Sea, Land) = \$60,000	
iii) Per Diem for Inter-state: \$140 x 100 days = \$14,000	
iv) OTP: MTE, Communication, Report Prep, etc. = \$11,000	
b. Provisional Sum	
i. Seminars/Workshops/Community Visits – US\$80,000	
ii. Training, Research, Surveys, Conferences – US\$ 60,000	130,000
c. Office Furniture and Equipment	15,000
d. Contingency	30,000
<b>Total estimated budget</b>	<b>350,000</b>

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

14. The selection method used in this assignment is the Quality Based Selection (QBS), and the type of proposal will be Simplified Technical Proposal (STP).

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

15. The NDOE will provide the Consultant with access available to key relevant reports, studies, and data related to the assignment to ensure the Consultant is able to provide 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**

16. 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, and facilities related to the Consultant's services' delivery will be turned over to the Client after completion of 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. 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).