

**THE ORGANISATION OF EASTERN CARIBBEAN STATES COMMISSION  
EDUCATION DEVELOPMENT MANAGEMENT UNIT  
OECS/USAID EARLY LEARNERS PROGRAMME**

**TERMS OF REFERENCE**

**CONSULTANCY SERVICES**

**FOR**

**A PROJECT IMPLEMENTATION CONSULTANT TEAM  
FOR THE OECS/USAID EARLY LEARNERS PROGRAMME**

**1. INTRODUCTION**

The Organisation of Eastern Caribbean States (OECS) Commission has received funding from the U.S Agency for International Development (USAID) towards support for the OECS Early Learners Programme (ELP). The funding is to assist the OECS Member States to improve reading among early learners and is consistent with the USAID Education Strategy 2011-2015. The objective of the ELP is to improve the reading achievement levels of all learners at the early primary level (Grade K to Grade 3) in six (6) Member States of the OECS. The ELP will be implemented by the Project Management Team (PMT) within the Education Development Management Unit (EDMU) of the OECS Commission.

**2. BACKGROUND**

The OECS Education Sector Strategy (OESS) endorsed by the Council of Ministers of Education in May 2011 was accepted as the framework for educational development in Member States. With a vision of “Every Learner Succeeds,” the main purpose of the OESS is to guide the educational directions and priorities of Member States. One of the development themes of the Strategy relates to the need to improve the levels of literacy, numeracy and technology among all learners. Analyses of student performance in various national and regional examinations revealed poor performance in English and Mathematics with a declining trend in the latter. The analyses also highlighted the gender disparities in performance at all levels with male students at greater risk of lower achievement.

Poor performance in English Language and Mathematics continues to be an area of major challenge for educators and policy makers in the OECS. Concern about low performances in the two subjects relates to the belief that the ability to read, write and count is critical for academic achievement and success on the job. Of further concern is the large and growing number of students transitioning to secondary education without the prerequisite skills to succeed at that level. The ELP therefore seeks to address low performances through the improvement of reading at the early grades in targeted Member States.

### **3. REQUIREMENTS OF CONSULTANCY**

The OECS EDMU is seeking to engage a Project Implementation Consultant (PIC) Team to provide the services described below to the beneficiary countries of Antigua & Barbuda, the Commonwealth of Dominica, Grenada, St. Kitts & Nevis, St. Lucia and St. Vincent and the Grenadines. The team will work closely with the PMT, Monitoring and Evaluation Consultant, national focal points and local counterparts within the participating Member States. These Terms of Reference should be read together with the Project Description which is annexed.

### **4. OBJECTIVE**

The overall purpose of the consultancy is to provide project management and specialist advisory services for the implementation of the Early Learners Programme in the OECS beneficiary Member States. Specifically, the objective is to ensure that the technical capacity exists with the PMT and that operational support is provided to the team and beneficiary stakeholders during implementation of the respective ELP components to achieve programme outputs. The consultancy team, through their combined expertise will be expected to transfer knowledge and build capacity with respect to improving reading within the participating OECS.

### **5. SCOPE OF SERVICES AND DELIVERABLES**

#### **Scope of Services**

The PIC team will be expected to work in close collaboration with the PMT to provide a range of specialist inputs over the life of the project including, but not limited to, providing support for:

- I. The conduct of a comprehensive needs assessment that will identify structural, curriculum and instructional needs to be met through programme implementation (*See details of scope and deliverables in Table 1 below*)
- II. The development, adoption or adaptation of an appropriate language policy for the teaching of reading
- III. The review and development of appropriate training programme(s) for the teaching of reading
- IV. The improvement of teacher competencies in the teaching of reading
- V. The development of a framework for continuous assessment of student's reading achievement
- VI. The development and acquisition of teaching and learning resources
- VII. The improvement of reading curriculum, i.e., the reading programme followed by teachers
- VIII. The strengthening of the school's planning process for improving reading
- IX. The Monitoring and Evaluation Specialist to establish and implement a framework for on-going monitoring

*Specific details of the scope of services for activities numbered (II) to (IX) are included in Table 2 below.*

The inputs to be provided will take the form of specialist consultancy advice through a series of short term technical assistance activities which will support respective beneficiary countries and the OECS EDMU to review, plan, implement and monitor the above mentioned activities. This will involve support for the development and identification of appropriate training programmes, and some supporting materials.

The PIC will be responsible for identifying, contracting, managing and monitoring all short term technical assistance required for execution of the various project components on the advice of and in liaison with the OECS EDMU and respective Ministries of Education. This will involve making all travel and accommodation arrangements. It will also include quality control of all activities and reports related to the technical assistance provided.

Where necessary, and as appropriate, the PIC will be required to arrange appropriate teacher professional development activities, study tours where they will clearly add value to technical assistance and training activities.

In addition, the PIC team will be required to support the OECS EDMU to develop and sustain appropriate knowledge management processes that collate and disseminate the project experience. This will be done through support for the development of a website reflecting regional and international experience and knowledge, and periodic seminars and conferences relating to the project experience in helping to improve early grade reading in the OECS.

### **Deliverables**

The PIC team will be expected to make attributable contributions to the achievement of the desired results outlined in the project description. The deliverables are expected to be realized in a manner that maximizes economies of scale where possible and builds on the collaborative spirit that exists among beneficiary member countries. The deliverables will include work plans for the needs assessment and project components to be implemented, along with progress reports, draft final and final reports for the needs assessment and activities executed under the project components. Specific details of the deliverables are included in Tables 1 and 2 below.

**NB. In addition to written reports, the PIC team must be able to present the main findings of reports orally, aided by visuals, to the PMT, Ministries of Education and other project management committees, where it is deemed necessary.**

**Table 1: Table showing Summary of Services, Reporting and Deliverables for Needs Assessment**

Component	Scope of Services	No. of days	Deliverables
<p><b>Preparation for Data Collection and Conduct of Assessment</b></p>	<p>Design an action plan for implementing the needs assessment showing the sequence of activities, how the various components of the assessment will be handled concurrently, with minimal intrusion on participants, and how the objectives of the needs assessment will be met within the specified time considering the scope and context of the needs assessment</p>	<p>8</p>	<ul style="list-style-type: none"> <li>• Inception report containing action plan for conducting the needs assessment.</li> <li>• A mid-term progress report on the conduct of the needs assessment with a revised management plan that will ensure the completion of the report by the stipulated submission date.</li> </ul>
<p><b>(1)</b> <b>Language Policy</b></p>	<p>Review of existing policy(ies), and data gathering on students’ native language and teachers’ language of instruction:</p> <ul style="list-style-type: none"> <li>• Undertake a desk review of existing language policy(ies) to identify gaps in content, and to determine the degree of use and impact of the policy(ies)</li> <li>• Develop a database on native languages and number of student speakers of these languages as well as the geographic spread of these students</li> <li>• Describe language(s) of instruction and degree or frequency of use of this/ these language(s) in reading instruction</li> </ul>	<p>11</p>	<ul style="list-style-type: none"> <li>• A report indicating whether policies are in place, and if they are, the nature of the policy, quality of content, degree of use and impact on classroom practice, reasons for gaps or problems with the policy and recommendations for addressing identified gaps. The report will also contain a database of native languages and speakers, and a section detailing the nature, quality, peculiarities and frequency of language use by teachers during reading instruction as well as recommendations about the nature of new policies to be formulated or amendments to existing ones.</li> </ul>
<p><b>(2)</b> <b>Teacher Training Programme</b></p>	<p>Review of pre-service and in-service teacher training programmes across territories to identify gaps in programmes that relate to teaching reading to primary school learners:</p> <ul style="list-style-type: none"> <li>• Conduct a literature review of teacher trainers and teacher training institutions</li> <li>• Assess teacher trainer competencies (inclusive of teacher trainers at the Ministry level), capacity and resources for conducting training</li> <li>• Identify, describe and evaluate training programmes to highlight gaps in content, pedagogy, adequacy of delivery methodology, quality of instruction, teacher access, accreditation, teacher upgrading and mobility data, time allocations, training in using resources for reading instruction, teacher trainer resources, articulation with other programmes, and costs</li> <li>• Map teachers’ training needs (from Component 3) against existing training provisions and determine training gaps along with reasons for gaps (may be training programme, system and school conditions or teacher related)</li> </ul> <p>Create a database of teachers’ training experience (pre-service and in-service) inclusive of participation in interventions that involved training such as Caribbean Centre of Excellence in Teacher Training (CCETT) or other local interventions, detailing the nature and extent of training, showing number of teachers trained, area of training, where they are presently, if</p>	<p>32</p>	<ul style="list-style-type: none"> <li>• A report describing the nature and quality of the pre-service and in-service reading programmes of the training institutions or MOEs that covers teacher trainer competencies, course content, pedagogy, adequacy of delivery, adequacy of trainer competencies, percentage of time for training in reading instruction, access, accreditation and mobility, teacher and trainer resources, theory-practice ratio, and costs compared across territories. The report must give evidence of teacher training impact on student teachers, identify gaps and causes for the gaps and make short-term and long-term recommendations for improving the programmes. The report should include a database of existing teacher training profiles, and the role of that training in classroom and school initiatives. Recommendations regarding how the training presented in the database can be better utilized and how to avoid the missteps of previous training initiatives should accompany the report.</li> </ul>

Component	Scope of Services	No. of days	Deliverables
	and how their training is being utilized, and any lessons learned from the training exercise (e.g. Basic Education Enhancement Project (BEEP) in St. Lucia)		
<p>(3)</p> <p><b>Teacher Professional Development (Gap analysis of teacher competencies)</b></p>	<p>Create an Inventory of teachers' knowledge, skills and abilities (KSAs) for reading instruction, identification of Master Teachers and professional development (PD) practices</p> <ul style="list-style-type: none"> <li>• Conduct a literature review of required teacher competencies for effective reading instruction</li> <li>• Conduct inventory of teachers' KSAs using multiple methods approach</li> <li>• Map teachers' competencies against international standards of practice, and the literature review to identify gaps and training needs</li> <li>• Identify teachers designated as Master Teachers or Mentors for reading instruction, determine criteria for selection, specific roles played and support structures in place for such roles</li> <li>• Identify, describe and evaluate other PD initiatives undertaken in the past (if not already captured previously)</li> <li>• Assess teachers' and principals' reactions to this new, intended programme (ELP), particularly in the wake of the CCETT project and its short life span</li> <li>• Identify teachers most in need of PD based on evidence and describe the nature of PD required (may relate to database in component 2)</li> <li>• Document best practices in the teaching of reading identified during data collection</li> </ul>	42	<ul style="list-style-type: none"> <li>• A literature review of teacher competencies for effective reading instruction.</li> <li>• A report describing fully the teacher competencies identified, providing evidence for findings. The report will present the results of the gap analysis, identify priority training areas and demographic groups for training, recommend training approaches, delivery modalities, and potential institutions for training of Reading Specialists and Master Teachers, and identify and define expert/ Master Teachers with details of their roles and support structures for such personnel. The report will also predict principals' and teachers' attitudes to the new reading intervention, while making recommendations for approaches that consider their attitudes, present evaluations of existing PD programmes, descriptions of best practices, where and how they are being implemented, make connections to the findings from the needs assessment on teacher training institutions, and propose potential roles for these institutions in the intervention.</li> </ul>
<p>(4)</p> <p><b>Student Assessment</b></p>	<p>Evaluate assessment mechanism in place and in use by teachers of reading</p> <ul style="list-style-type: none"> <li>• Audit approaches, strategies, techniques and tools being used by teachers to assess students' reading acquisition and performance</li> <li>• Identify gaps in assessment mechanism</li> </ul>	20	<ul style="list-style-type: none"> <li>• A report describing the assessment mechanism that drives teachers' classroom practice and how this mechanism impacts reading instruction with details of specific approaches, strategies, techniques and tools of choice, and reasons for such choices, as well as recommendations for the development of an evidence-based assessment framework to guide and enhance the teaching of reading (Report should include samples where possible and appropriate)</li> </ul>
<p>(5)</p> <p><b>Teaching and Learning Resources</b></p>	<p>Create an Inventory of the teaching and learning resources being used by classroom teachers to support reading instruction:</p> <ul style="list-style-type: none"> <li>• Conduct an audit of resources available and being used in schools/ classrooms in the territories, by categories; for example, electronic, print, ICT, open source, etc, and specify whether the resources are being used by teachers or students</li> <li>• Evaluate the quality, suitability and usefulness of resources available</li> <li>• Prepare a list of appropriate resources being used by teachers and/or students that</li> </ul>	20	<ul style="list-style-type: none"> <li>• An inventory of categorized resources available to teachers with a report on their quality, suitability, utility, procurement methods, status of items, preferences, reasons for preferences, and how these resources are being used, maintained or reproduced for reading instruction <i>(Report should include samples where possible and appropriate)</i></li> <li>• List of recommended resources being used or otherwise known or researched that meet basic reproduction criteria such as</li> </ul>

Component	Scope of Services	No. of days	Deliverables
	can be reproduced and/or be acquired		feasibility, utility, quality, durability, sustainability etc. <ul style="list-style-type: none"> <li>• List of resources to be acquired</li> </ul>
<p>(6)</p> <p><b>Reading Curriculum</b></p>	<p>Review of reading programme:</p> <ul style="list-style-type: none"> <li>• Review reading programme being followed by teachers to judge adequacy of instructional time, format/ structure of lessons etc.</li> <li>• Review timetables, formats, lesson plans and schemes/ units designed and/ or used by teachers to teach reading</li> <li>• Compare the actual curriculum to the prescribed curriculum and international or accepted standards for reading instruction to identify gaps</li> <li>• Identify causes for gaps</li> <li>• Develop a standards framework for reading instruction in the OECS</li> </ul>	27	<ul style="list-style-type: none"> <li>• A report demonstrating gaps/ weaknesses in general reading programme used by teachers (structure, plans and time allocations) with reasons for gaps and recommendations for improvement of reading programme to meet desired standards of reading instruction (Report should include samples where possible and appropriate)</li> </ul>
<p>(7)</p> <p><b>Reading Improvement Planning</b></p>	<p>Review of school improvement plans to identify structures in place and evaluation of school conditions that help or hinder reading instruction:</p> <ul style="list-style-type: none"> <li>• Identify school characteristics/ conditions as part of an evaluation of school culture as it relates to reading instruction and the promotion of reading: this may include leadership style, support systems for reading instruction and initiatives, etc.</li> <li>• Determine whether local interventions, action research or any other remedial steps are implemented to address reading challenges and how</li> <li>• Determine degree of collaboration between teachers and their perceptions of senior or Master Teachers and reactions to the presence of other educators or administrators in their classes</li> <li>• Review school improvement plans to identify weaknesses or gaps</li> </ul>	22	<ul style="list-style-type: none"> <li>• A report outlining conditions that exist in schools and their impact on reading instruction (positive or negative), describing school-based initiatives implemented to respond to issues with reading, degree and nature of collaboration between teachers (whether any professional learning communities exist, their status and functioning), teacher perceptions of others' presence in their classes and review of school improvement plans with a focus on specific action steps for improving reading. The report should also offer recommendations for improving systems in place or instituting systems that will enhance reading instruction efforts in the classroom. (Report should include samples where possible and appropriate)</li> </ul>
<p><b>Completion</b></p>	Prepare a Needs Assessment report	6	<ul style="list-style-type: none"> <li>• Draft final report on the needs assessment</li> <li>• Final needs assessment report</li> </ul>

**Table 2: Table showing Summary of Services, Reporting and Deliverables by Component**

<b>Component</b>	<b>Tasks/Activities</b>	<b>No. of days</b>	<b>Deliverables</b>
<b>Preparation</b>	Planning	5	<ul style="list-style-type: none"> <li>• Work plan outlining implementation of project components</li> </ul>
<b>(1) Language Policy</b>	Develop, modify and adopt/adapt as appropriate, language instruction policies through consultation with education personnel (administrators, principals, teachers etc.) and train practitioners to implement the policies and support implementation	22	<ul style="list-style-type: none"> <li>• Development plan showing the sequence of activities to develop policies from inception to adoption and final implementation and timing for activities</li> <li>• Developed, modified or adopted language policies (per island or joint, as appropriate) that meet the needs of practitioners and students, and satisfy the objectives of the ELP</li> <li>• Policy(s) disseminated</li> <li>• Teachers trained in the application of the policy in classroom practice</li> <li>• A report describing policy implementation monitoring, steps for improving the implementation process and/or the document</li> <li>• Final report on policy implementation with recommendations for next steps for sustainability and/or further scope of implementation</li> </ul>
<b>(2) Teacher Training Programme</b>	Design or revise pre-service and in-service teacher training programme(s) and develop a framework for effective teacher deployment, detailing critical roles and support systems for Master Teachers and Reading Specialists,	80	<ul style="list-style-type: none"> <li>• Plan showing sequence of activities to develop training programmes to be implemented and timing for activities</li> <li>• Designed or revised pre-service teacher training programme</li> <li>• Designed or revised in-service teacher training programme showing link to pre-service programme and featuring teacher training institutions and teachers previously trained who demonstrate competence and willingness to share</li> <li>• Framework for effective teacher deployment, detailing critical roles and support systems</li> <li>• List of teachers recommended for Master Teacher and Reading Specialist training</li> <li>• Designed, adapted or adopted Master Teacher training programme and list of recommended programmes for reading specialist training, showing link to in-service, and possibly pre-service, programme</li> <li>• Master Teachers and Reading Specialists trained to play specialist roles</li> <li>• Teacher trainers trained to strengthen teacher training institutions and programmes</li> <li>• Report on the teacher training programmes developed and implemented</li> </ul>
<b>(3) Teacher Professional Development</b>	Provide training to teachers to improve early grade reading instruction, and produce audio-video recordings of exemplary practices in the teaching of reading	182	<ul style="list-style-type: none"> <li>• Training plan for building teacher capacity to improve reading performance among early grade students and developing professional learning communities</li> <li>• Teachers trained through early grade reading instruction training programme</li> <li>• Teacher training institutions, trained and specialist teachers who share in training programme</li> <li>• A training report at the end of one year of training with recommendations for redesigning training programme based on data collected from monitoring implementation after training</li> </ul>

Component	Tasks/Activities	No. of days	Deliverables
			<ul style="list-style-type: none"> <li>• Redesigned training programme based on year 1, and training continued according to needs and recommendations <i>(by this point Master Teachers may have been trained and they must feature as part of the training team)</i></li> <li>• Report on monitoring and support of professional learning communities with recommendations for strengthening such communities</li> <li>• Resource bank of audio-video materials explaining and demonstrating best practices</li> <li>• Final training report</li> </ul>
<p style="text-align: center;"><b>(4)</b></p> <p><b>Student Assessment</b></p>	<p>Design and Implement a framework for continuous assessment in effective reading instruction</p>	75	<ul style="list-style-type: none"> <li>• Development plan for an evidence-based assessment framework that involves curriculum and assessment specialists from Member State Ministries of Education, that shows sequence from inception to adoption and final implementation, and that presents the timing for activities</li> <li>• Designed assessment framework based on consultation with key education personnel</li> <li>• Teachers trained to implement the reading assessment framework report on implementation of assessment framework after one year of data collection during monitoring and support activities with recommendations for improvement</li> <li>• Revised assessment framework based on consultation with key education personnel with recommendations for full implementation</li> <li>• Report identifying specific steps taken to assist local Ministries of Education develop and follow sustainability plans for the implementation of the assessment framework</li> </ul>
<p style="text-align: center;"><b>(5)</b></p> <p><b>Teaching and Learning Resources</b></p>	<p>Organize teacher consultations/ meetings/ materials development workshops as necessary and assist in the development and/or procurement of resources for teaching and learning of reading</p>	45	<ul style="list-style-type: none"> <li>• Teachers participate in materials development workshops or training</li> <li>• A repository of resource materials including online and open source materials – that is easily accessed by teachers and students</li> <li>• Teacher capacity developed in accessing, developing and using new and unfamiliar resources</li> <li>• Resources acquired and accessible to teachers and students</li> <li>• Report on volume of resources designed/developed and acquired as part of the ELP with proper documentation of the resource development process and details of their suitability, utility, feasibility etc as guided by the needs assessment data gathering procedures</li> </ul>
<p style="text-align: center;"><b>(6)</b></p> <p><b>Reading Curriculum</b></p>	<p>Revise reading curriculum that presents more evidence-based timetable structures/ formats, and time allocations for reading instruction</p>	30	<ul style="list-style-type: none"> <li>• Revised reading curriculum, i.e., new timetable with adequate time for teaching and learning of reading according to international standards and new programme structure including lesson format showing adequate distribution of time for various activities</li> <li>• Compilation of developmentally appropriate reading development activities that reflect the proposed improvements to the reading curriculum</li> <li>• Teachers trained to conduct lessons using the new structure and time</li> <li>• Compilation of best lesson plans and other related materials designed under this component (electronic and hard copy)</li> </ul>



Component	Tasks/Activities	No. of days	Deliverables
			<ul style="list-style-type: none"> <li>• Report on the revisions to the reading curriculum in Member States</li> </ul>
<p><b>(7)</b></p> <p><b>Reading Improvement Planning</b></p>	<p>Design a school improvement planning process where reading features prominently that models the kinds of support structures that build and encourage school-wide reading improvement and a culture of reading tied to professional development and a focus on students' needs, and that considers contextual realities</p>	<p>50</p>	<ul style="list-style-type: none"> <li>• A model school improvement planning process that focuses on reading improvement inclusive of sample plans</li> <li>• Manuals, templates and other relevant documents to guide principals and teachers to understand the special grant resources available, the rationale for such and how to qualify to receive grant resources</li> <li>• Teachers and principals trained in school improvement planning aimed at fostering school-wide reading improvement and a culture of reading sustained by professional learning communities</li> <li>• Schools receiving guidance and support to submit annual school reading improvement plans and reports</li> <li>• Schools receiving guidance and support to conduct research projects aimed at reading development</li> <li>• Report on school improvement process undertaken</li> </ul>
<p><b>Completion</b></p>	<p>Implementation Report</p>	<p>13</p>	<ul style="list-style-type: none"> <li>• Draft final implementation report</li> <li>• Final implementation report</li> </ul>

## **6. METHODOLOGY**

The PIC team will be expected to undertake a review of the project and the education structure within the participating OECS Member States. It is envisaged that the team will conduct field visits, assessments, document analysis, and use participatory processes such as focus groups, interviews, surveys, and lesson and school observations.

The PIC team will collaborate closely with the EDMU and key stakeholders within the participating education sectors to accomplish the required tasks on behalf of the respective beneficiary countries. They will work with key staff, in particular, with the National Focal Points in the respective Ministries of Education in supporting national activities aimed at improving the reading programme. The team will also be expected to participate in annual reviews and mission meetings with the donor.

The PIC team will be directly responsible to the Head of the EDMU for the effective delivery of the services to be provided and to the members of the Project Management Team on all technical issues.

The PIC team will be required to work in a collaborative manner, facilitating activities and enhancing respective beneficiary Ministry's capacity through technical assistance and training. Success will depend on the adoption of appropriate processes rather than the imposition of blue print solutions. The approach must build ownership and control within respective Ministries.

The PIC team must engage with government institutions and Ministry of Education Officers in constructive ways that add value to the country's work programme rather than in a manner that duplicates effort and creates additional burdens.

## **7. QUALIFICATIONS AND EXPERIENCE**

The PIC team should comprise key personnel who possess a range of skills and qualifications in order to successfully provide the services identified under the various components of the Early Learners Programme. As such, the PIC team will have a core composition of the following:

1. Team Leader
2. Language Policy Specialist
3. Teacher Training Specialist
4. Reading Curriculum Specialist
5. Assessment Specialist

Where necessary, the PIC may recruit other qualified support personnel regionally to assist in specific implementation activities.

### **a. Qualifications**

**The core members of the Consulting Firm shall have the following or equivalent qualifications and experience:**

## **1. Team Leader**

### ***Qualification and Skills:***

- At least a Master's Degree in Education Administration or equivalent. Certification or Training in Project Management would be an advantage; or
- A Master's Degree in any of the programme components. Certification or training in Project Management would be an advantage; or
- A Master's Degree in Project Management with certification

### ***Experience***

- At least five (5) years' experience in education policy analysis, education planning, strategic planning or related field
- At least Eight (8) years' experience at a senior management position in education management or administration, and the development of education policy and analysis especially in the area of teacher education, or curriculum development
- Strong experience in team management and operational planning

## **2. Language Policy Specialist**

### ***Qualification and Skills***

- A post graduate degree in applied linguistics or curriculum policy development or a first degree in applied linguistics with certification in policy development or related field
- Competence in French Creole and associated cultures will be an asset

### ***Experience***

- At least eight (8) years' experience working in the field of language and linguistics
- Demonstrated experience in the conduct of research particularly in the area of first language instruction
- Demonstrated experience in language policy development

## **3. Teacher Training Specialist**

### ***Qualification and Skill***

- A post graduate degree in teacher training, or related field, with certification in the teaching of reading, or
- A post graduate degree in the teaching of reading with certification in teacher training or related field

### ***Experience***

- At least eight (8) years' experience in the development and/or delivery of teacher education programmes

- Sound knowledge of instructional design including the design of online and distance learning programmes
- Experience in conducting training needs assessment and in the formulation of proposals to strengthen teacher education programmes

#### **4. Reading Curriculum Specialist**

##### ***Qualification and Skill***

- A post graduate degree in Curriculum and Instruction with a focus on reading or literacy instruction

##### ***Experience***

- At least eight (8) years' experience managing the development and/or implementation of literacy or reading curriculum, along with the development of manuals and other curriculum or teacher instruction products
- Knowledge of trends and developments in Reading Instruction in the early primary grades

#### **5. Assessment Specialist**

##### ***Qualification and Skill***

- A post graduate degree in assessment, testing and measurement
- Specialized training or certification in the teaching of reading would be an asset
- Training in curriculum evaluation and assessment

##### ***Experience***

- At least eight (8) years' experience in the field of student assessment, including the conduct and management of classroom assessment of student learning

#### **Each team member is expected to demonstrate the following competencies:**

- Strong interpersonal, excellent presentation, oral and written communication skills.
- Ability to establish good working relationships with stakeholders in a sensitive environment.
- Problem solving, data analytical skills and interpretation.
- Ability to respond quickly to requests for information.
- Computer literacy on database software, quantitative analysis packages such as SPSS or equivalent and Microsoft packages (MS Word, MS PowerPoint, MS Excel, MS Project) is an asset.
- Understanding of adult learning principles and managing change in education.

**Inclusion of Caribbean nationals amongst the proposed personnel/experts would be an advantage.**

### **The Consultant Firm in general:**

- Not less than seven (7) years of overall consulting experience, including in: education reform, teacher training and development and student assessment.
- At least one successfully completed similar assignment during the past five (5) years.
- Experience in undertaking consultancies in the OECS and/or Caribbean region would be an advantage.
- Additionally, the Consultant Firm is expected to demonstrate capacity to effectively manage implementation of multiple programme components concurrently with the greatest efficiency possible.
- In addition to the key expertise listed above, it would be advantageous for the consulting firm to have experience in the following:
  - i. Monitoring and evaluation, management, public policy, social sciences or related field and with specialized training or certification in project management
  - ii. Education, early childhood development, early childhood programme administration, language policy and/or planning, education/learning psychology and/or related fields with specialization in early grade reading or reading curriculum development.
  - iii. Research methods, statistical analysis, computational analysis or related field.
  - iv. Managing, analyzing and interpreting quantitative and qualitative data and/or experience in the design of methodology, tools, questionnaires and preparing reports related to needs assessments or baseline studies is required. Priority will be given to prior experience organizing or participating in data collection on early grade reading skills.
  - v. Experience working with principals, teachers, and education administrators.
  - vi. Good knowledge of best practices in early childhood development would be an asset.

**(Non-key experts will not be evaluated)**

### **8. DURATION OF SERVICE**

The consultancy services of the PIC team are required to cover the remaining three and a quarter (3 1/4) years of the project for an estimated six hundred and ninety (690) working days. The allocation of days over each twelve month period is to be agreed.

### **9. REPORTING REQUIREMENTS**

The PIC team will be expected to produce a report on completion of each major component, and the satisfactory submission of the required deliverables or as agreed with the EDMU and detailed in Tables 1 & 2 (Annexes). These reports should be labelled and sequenced to form a documentary series over the life of the project. In addition, the PIC team will be required to produce a summary report at the end of each quarter (or agreed period) and in a format to be

agreed with the EDMU prior to the implementation of the technical assistance. As an annex to each quarterly report, there should be a summary of expenditure (including professional fees and reimbursable expenditure as agreed and defined in the contract) for the relevant quarter, as well as the cumulative expenditure to that point. In addition, this annex should include a forward projection of expenditure for the coming quarter.

The PIC team will be required to report to and be supervised by the Head of the OECS EDMU. Deliverables will be monitored by the ELP project unit and reviewed by the Project Steering Committee. The consultant is expected to attend in person the meetings agreed with the EDMU and undertake any field visits necessary to achieve the deliverables of the consultancy. The ELP project unit will facilitate the Consultant Team to acquire the required information and documents for completion of tasks outlined in the Scope of Services.

Reports to be delivered should reflect progress made against the scope of work, agreed work plan and deliverables, as well as any matters to be resolved and recommendations for improvement. Report(s) on training should include the evaluation and feedback, and in the agreed format.

All reports are to be presented to the Head of the OECS EDMU. All documentary deliverables should be presented in draft for review before final submission. One (1) hard copy plus an electronic copy of reports and documentary materials should be submitted.

## **GUIDELINES FOR SUBMISSION OF EXPRESSIONS OF INTEREST**

### **Eligibility of Consultants**

For the purposes of this procurement, Consultants in the “Authorized Geographic Code” 937 are eligible for this assignment. Geographic Code 937 is defined as the United States, the cooperating/recipient countries (Antigua and Barbuda, Commonwealth of Dominica, Grenada, St. Kitts and Nevis, Saint Lucia and St. Vincent and the Grenadines), and developing countries **other than** advanced developing countries, and excluding prohibited sources (USAID ADS, Chapter 310). Please see Appendix A attached herewith for the list of Developing Countries-low income/lower middle income countries included in Code 937.

Geographic Code 937 has been expanded for this programme to include Barbados, Jamaica, Suriname and Trinidad & Tobago.

Also refer to <http://www.usaid.gov/policy/ads/300/310> web site for full information on Source and Nationality requirements for the procurement of commodities and services financed by USAID.

Eligible Consultants are invited to indicate their interest in providing the services. Interested Consultants must provide information on their capability and suitability to undertake the assignment. **Consultants may associate to enhance their qualifications.**

Consulting Firms interested in undertaking the prescribed Services are to email an Expression of Interest to include:

1. Information on the Consultants’ qualifications to perform the services, experience and competence relevant to the assignment (including brochures, description of similar assignments, experience in similar conditions, availability of appropriate skills among proposed personnel/staff, etc.).
2. A concept note on the planned framework for undertaking the assignment.

The Consulting Firm shall bear all costs associated with the preparation and submission of their Expressions of Interest.

The OECS is not bound to accept any Expression of Interest, and reserves the right to annul the selection process at any time prior to contract award, without thereby incurring any liability to the Consultants.

Expressions of Interest must be submitted to:

OECS/USAID Early Learners Programme  
Attn: Head, Education Development Management Unit (EDMU)  
OECS Commission  
Frank Johnson Avenue, Morne Fortune  
P.O. Box 179, Castries, SAINT LUCIA  
Telephone: (758) 453-0669/456-0572 Fax: (758) 458-5079  
At the following email address:  
[oeccusaidelp@oeccs.org](mailto:oeccusaidelp@oeccs.org)

The Consulting Firm will be selected in accordance with the Quality and Cost-Based Selection (QCBS) Method as detailed in the procedures set out in the Procurement Manual of the OECS, dated November 2013 revised April 2015.

The criteria to evaluate the Expressions of Interest received in relation to this assignment will include:

- Specific experience of the Consultant Firm relevant to the assignment;
- Appropriate staff composition;
- Experience in similar assignments;
- Experience in the region.

A shortlist of consulting firms will be selected and requested to submit proposals.

It is expected that the services will commence January 2016 for one year in the first instance and be completed no later than March 2019, in keeping with the terms outlined in Item 9 above.

Applications are to reach the Commission no later than **3<sup>rd</sup> November 2015**.

Enquiries regarding this EOI should be directed in writing to the above address.



**ANNEX A**  
**AUTHORIZED PRINCIPAL USAID GEOGRAPHIC CODE**

**Code 937** (the United States, the cooperating/recipient country, and developing countries other than advanced developing countries, but excluding any country that is a prohibited source) is the authorized USAID Principal Geographic Code for the procurement of commodities and services.

**List of Developing Countries in Code 937 per ADS 310 - Low income/lower middle income**

Afghanistan	Gambia, The	Myanmar
Bangladesh	Guinea	Nepal
Benin	Guinea-Bissau	Niger
Burkina Faso	Haiti	Rwanda
Burundi	Kenya	Sierra Leone
Cambodia	Korea, Dem Rep.	Somalia
Central African Republic	Kyrgyz Republic	Tajikistan
Chad	Liberia	Tanzania
Comoros	Madagascar	Togo
Congo, Dem. Rep	Malawi	Uganda
Eritrea	Mali	Zimbabwe
Ethiopia	Mozambique	São Tomé and Príncipe
Angola	India	Senegal
Armenia	Iraq	Solomon Islands
Belize	Kiribati	Sri Lanka
Bhutan	Kosovo	Sudan
Bolivia	Lao PDR	Swaziland
Cameroon	Lesotho	Syrian Arab Republic
Cape Verde	Marshall Islands	Timor-Leste
Congo, Rep.	Mauritania	Tonga
Côte d'Ivoire	Micronesia, Fed. Sts.	Turkmenistan
Djibouti	Moldova	Tuvalu
Egypt, Arab Rep.	Mongolia	Ukraine
El Salvador	Morocco	Uzbekistan
Fiji	Nicaragua	Vanuatu
Georgia	Nigeria	Vietnam
Ghana	Pakistan	West Bank and Gaza
Guatemala	Papua New Guinea	Yemen, Rep.
Guyana	Paraguay	Zambia
Honduras	Philippines	
Indonesia	Samoa	

Geographic Code 937 has been expanded for this programme to include Barbados, Jamaica, Suriname and Trinidad & Tobago.