



**Terms of Reference for
Technical Assistance to Support Strengthening Teacher Training in South Sudan**

Full Project Name:	Building Skills for Human Capital Development in South Sudan
Project Number:	P178654
Title:	Consulting firm to Support Strengthening Teacher Training in South Sudan
Purpose	To develop a comprehensive teacher training package to strengthen pre-service and in-service teacher training in South Sudan
Type of Contract:	Institutional Contract
Estimated Duration	30 months
Location	10 NTTIs in South Sudan.
Reporting to	Project Director, Project Implementation Unit (PIU), Ministry of General Education and Instruction.

Introduction

The Government of South Sudan (GoSS), through the Ministry of Finance and Planning (MoFP) in collaboration with both the Ministry of General Education and Instruction (MoGEI), and the Ministry of Higher Education, Science and Technology (MoHEST), is implementing a five-year World Bank-funded project entitled “**Building Skills for Human Capital Development in South Sudan**” (BSHCD). The Project's Development Objective is to increase skills development opportunities in teaching and digital agriculture and strengthen capacity for management of the education system. The project was approved by the World Bank Board of Directors on the 15th of May 2023. This Terms of Reference (ToR) pertains to Component 1 of the project – Teaching Skills to Strengthen Education Delivery.

South Sudan Education Sector Background

According to the 2021 Education Census Report, 26 percent of schools across the country are non-operational due to lack of teachers. At the same time, the high pupil-qualified teacher ratio (PQTR) of 86:1 in primary schools significantly compromises the ability to provide quality education. There is also a large gap between male and female teachers. Of the 60,711 teachers in the country,

only about 18 percent are female. The difficulty in finding qualified teachers has led the education system to recruit volunteer teachers. For instance, 46 percent of primary education teachers are volunteers without training.

The lack of qualified teachers has impacted student learning, with more than 94 percent of school children unable to read and understand a simple text by the age of 10. To offer quality education to those currently enrolled in schools, more than 30,000 volunteers teaching in South Sudanese schools need to be trained. At the same time, to meet the ambition of universal access to education, another 30,000 qualified teachers will be needed just at the primary level to offer quality basic education to South Sudanese children.

The lack of effective teacher training programs is a significant barrier to increasing access to quality education. Recognizing that low and irregularly paid salaries pose a significant challenge to attracting and retaining teachers in the profession, MoGEI has increased teacher salaries and committed to regularize payments. An enduring concern, however, is the limited capacity of the existing educational institutions to offer teacher training programs to meet both current needs for qualified teachers to offer quality education and to expand schooling to achieve the country's goal of universal access to education. Only a few educational institutions providing pre-service and in-service training are operational. As of March 2023, only 3 public National Teacher Training Institutions (NTTIs), 3 private Teacher Training Institutions, and 6 County Education Centers (CECs) were in operation.

The few operational institutions also lack financial resources and adequately equipped facilities. Most teacher training offered focuses on subject matter content and little time is devoted to learner-centered pedagogical approaches. Training is delivered by trainers who meet minimum educational qualifications (bachelor's degrees) but have received little training in instructing student teachers. There is little in-service training or professional development on offer – teachers received only two days of training on content and pedagogies appropriate for the newly introduced competency-based curriculum. To fill this gap in teachers' training, development partners and faith-based organizations have financed and delivered several accredited and non-accredited teacher training programs. However, this has led to fragmentation of teacher training, with programs of varying quality distributed unevenly across states.

Teachers' content knowledge and teaching skills significantly impact student learning. Even in resource-constrained settings where students lack access to basic infrastructure, qualified and effective teachers can change a child's learning trajectory. Effective teachers can significantly enhance students' long-term academic, socioemotional, and professional achievements. Teacher quality also affects student retention and could influence the demand for education. For teachers to perform effectively, they must be well prepared and equipped with traditional competencies, such as content knowledge and pedagogy skills, and non-traditional competencies such as socioemotional skills. Therefore, prioritizing teacher professional development is critical to strengthening school systems and improving human capital accumulation.

Project Background

The Building Skills for Human Capital Development (BSHCD) Project has five components:

1. Component 1: Teaching skills to strengthen education delivery supports the development of a scalable and effective teacher professional development system that prepares new teachers to meet future needs, supports in-service teachers to improve teaching practices, and provides accelerated secondary education to existing uncertified teachers so they may become qualified to teach. It also specifically targets teachers in refugee hosting areas with additional support for language training and socioemotional well-being.
2. Component 2: Digital skills for agriculture supports the development and implementation of a digital agriculture skills program to be offered through existing higher education institutions across the country.
3. Component 3: Inclusion of refugee and host communities supports the re-operationalization of 200 schools in refugee-hosting areas of the country to offer quality education to both refugee and host community students. The targeted areas include Ruweng Administrative Area, Upper Nile State, Western Equatoria State Central Equatoria State, Unity State, Northern Bahr El Ghazal State and Western Bahr El Ghazal State.
4. Component 4: System building provides support for basic functionality to monitor and manage the education system of the country.
5. Component 5: Contingent Emergency Response Component. A zero allocation CERC is included in the project to finance emergency response if needed.

Given the dire status of the large refugee population in South Sudan and the low education outcomes of its host communities, support will be provided to these communities to lift their education status. The Project will prioritize training for female teachers given the many benefits of female teachers and to correct the current low proportion of female teachers in South Sudan's teaching force.

This ToR pertains to Component 1 of the project – Teaching Skills to Strengthen Education Delivery. This component will establish/strengthen mechanisms for (i) preparing new teachers to meet future needs through formal pre-service teacher training; (ii) provide training to in-service teachers (particularly voluntary teachers) to improve their teaching practices; and (iii) provide accelerated secondary education to existing teachers so they may become qualified teachers. Annex Table 1 describes the Theory of Change for Component 1.

Component 1 has four subcomponents:

1. **Subcomponent 1.1: Strengthen pre-service teacher training and in-service teacher professional development** will support development and implementation of formal preservice and continuous professional development programs for in-service teachers, particularly volunteer teachers. The subcomponent will support improvements to and revision of teacher training modules, with a focus on strengthening the pedagogical approach (structured pedagogy), content knowledge, language skills, classroom management, inclusivity, awareness on climate change mitigation and adaptation issues, ability to identify and adapt to special needs, and opportunities for guided practice.

Following best practices for FCV and low-capacity settings, special attention will be given to ensure that the training and teaching materials use structured pedagogy approaches that are properly tailored to the profile of local teachers, including step-by-step guidance on what to teach and how to teach, and the production of complete teacher guides for each teacher (in

languages that teachers know) with structured lesson plans and scripted lessons for each topic that are adjusted to teachers' skill level.

Specifically, this Subcomponent will finance comprehensive technical assistance to support the development, adaptation, and implementation of key building blocks of the teacher professional development system, with a focus on strengthening the system's capacity and sustainability. For the different training modalities (pre-service and in-service) supported under the subcomponent, the TA will support: (i) curriculum design, quality assessment, and/or adaptation, including responsiveness to gender considerations, consideration of special needs, and growing climate change issues; (ii) assessments to determine materials development requirements (including teachers guides with detailed lessons plans, scripted lessons, and exercises); (iii) continuous support models for in-service teachers; (iv) support for the preparation, piloting, scale-up, and adaptation of key training models (including the preparation of materials); (v) design of scholarships for prospective and volunteer teachers; and (vi) development of scalable technology aided delivery models; among others.

The teacher professional development will be implemented through NTTIs across the country. The Project will finance rehabilitation of NTTIs based on need to ensure safe and learning conducive environments for trainees, specifically female trainees. It will also finance improvements to professional development opportunities for the trainers of the NTTIs and the design and acquisition of teaching learning materials. To increase the share of qualified female teachers, the Subcomponent will finance two-year scholarships for female volunteer teachers and nationwide communication campaign. Shorter in-service programs targeted to qualified teachers will also be financed, with a particular focus on improving language skills, pedagogic skills, and content knowledge.

2. **Subcomponent 1.2: Teacher professional development for refugee and host community teachers.** This subcomponent will support training opportunities for refugee teachers by strengthening their integration into the national teacher professional development system and developing specific training modules targeted to the needs of refugee populations. Aligned with South Sudan's commitment to integrating refugee education into the national system, this Subcomponent will support the mainstreaming of refugee and host community teachers into the national professional development system by expanding access to quality pre-service and in-service training opportunities.

Language of instruction also poses significant challenges for refugees, as many use Arabic and French languages in their countries of origin. To tackle this barrier, the Subcomponent will support English courses for teachers and the production of teaching materials in multiple languages. Moreover, refugee teachers and students are also particularly exposed to stress and trauma from displacement, conflict, and other challenges, which can severely affect their mental health, socioemotional well-being, and ultimately effective learning and teaching. To address these issues, this Subcomponent will support the development, implementation, and testing of specific training modules and interventions aimed at improving the mental health and socioemotional well-being of refugee and host community teachers and students.

3. **Subcomponent 1.3: Accelerated secondary education.** This Subcomponent will support accelerated modalities for secondary education targeted to unqualified teachers receiving the in-service training. Building on the Accelerated Secondary Education Programme for Teachers (ASEP) introduced by MoGEI with the support of international partners, this subcomponent will support the quality assurance, adaptation, piloting, and/or scale-up of the ASEP to allow additional volunteers and other practicing teachers to complete secondary education and qualify to be certified as formal teachers. The Project will also build on the lessons learned during the implementation of ASEP, including aspects related to the curricular design, the profile of trainers, and the delivery models. Scholarships to support female teachers will also be financed. The ASEP will be implemented through the NTTIs and is expected to benefit at least 5,000 teachers out of the approximately 13,000 practicing teachers that have not completed secondary education.

4. **Subcomponent 1.4: Evaluation of teacher professional development program.** Recognizing both the high technical complexity and the limited data on what are the most cost-effective delivery models, this Subcomponent will support rapid evaluations and multiple iterations to fine-tune the design of the teacher training programs. The high complexity of delivering teacher training across South Sudan, coupled with the limited development of the government systems and the lack of data on effective delivery approaches, require the use of flexible models and planning for multiple design iterations and rapid evaluations to shed light on what models are working better and maximize the Project’s impact. In this sense, the design of the interventions and activities will have some flexibility to allow for adjustment during implementation. In the case of structured pedagogy, for instance, while the training models designed will include the standard core elements of structured pedagogy approaches for low-capacity settings described before—i.e., structured lessons plans, detailed scripted lessons, training and continuous support—the Project might also allow some flexibility in the design to test what works better in South Sudan, including aspects such as the content of teacher guides, the complexity and pace of teacher training, the use of alternative low-cost technology to support the delivery training, and the models for continuous teacher support.

The component is implemented by MoGEI, supported by its Project Implementation Unit (PIU). MoGEI will undertake a review of existing teacher training curriculum; materials and modalities, the development and piloting of improved materials as required, and training of trainers to deliver training using new materials. The Project will focus on developing materials that align with the skills and competencies of the current teaching force (including volunteer teachers), with an emphasis on structured pedagogy approaches that have shown to be successful in similar resource-constrained contexts.

The BSHCD Project will provide pre-service training to 1,350 student teachers and in-service training¹ to 9,650 teachers². Table 1 provides the results framework for Component 1 of the project:

¹ In-service training includes training to certified teachers and uncertified/volunteer teachers. It includes subject training to deliver the new competency-based curriculum, pedagogical training (with a focus on structured pedagogy), and continuing professional development.

² These numbers may increase in the future in the event of additional financing becoming available.

Table 1: Results Framework for Component 1

Indicator Name	Baseline	Intermediate Target	End Target
Number of teachers certified on successful completion of teacher training programs (Number)	0	4,000	9,000
Of which, female (Percentage)	0	30	35
Of which, refugee/host community population (Percentage)	0	15	15
Number of functional NTTIs (Number)	3	8	10
Number of NTTI trainers and management team trained (Number)	0	120	170
Number of students enrolled in project-supported formal pre-service teacher training (Number)	0	500	1,350
Of which, female (Percentage)	0	35	35
Of which, refugee/host community (Percentage)	0	15	15
Number of teachers benefitting from project supported accelerated secondary education programme for teachers (Number)	0	2,000	5,000
Of which, female (Percentage)	0	35	35
Of which, refugee/host community (Percentage)	0	15	15
Number of teachers benefitting from project supported in-service teacher training (Number)	0	3,500	9,650
Of which, female (Percentage)	0	35	35
Of which, refugee/host community (Percentage)	0	15	15
Evaluation of teacher training programs completed (Yes/No)	No	Yes	Yes
Teachers recruited or trained (CRI, Number)	0	4,000	11,000
Teachers recruited or trained - Female (RMS requirement) (CRI, Number)	0	1,200	3,500
Number of teachers trained (CRI, Number)	0	4,000	11,000

MoGEI seeks to hire a consulting firm (or group/association of firms) to provide technical assistance in the development, piloting and roll-out of teacher training for pre-service training and in-service professional development.

A. OBJECTIVES OF THE CONSULTANCY

The hired firm will work with focal points at MoGEI in the Directorate of Teacher Development and Management Service, National Curriculum Development Centre and Directorate of National and Foreign Languages to develop a comprehensive teacher training package, including (i) strengthening existing pre-service teacher training, (ii) strengthening in-service training for

certified and uncertified/volunteer teachers, with a focus on a structured pedagogy approach (focused on foundational literacy and numeracy), and (iii) Continuing Professional Development (CPD) for teachers.

The firm will:

1. Review existing pre-service and in-service teacher training and professional development programs and materials in South Sudan for their alignment with the national curriculum and existing teacher capacity.
2. Provide technical assistance towards the revision of the teacher training curriculum, and the design of a phasing plan to develop and print teacher guides and materials. Develop, pilot test and adapt additional teacher guides and training materials for existing training programs.
3. Develop and pilot a training program focused on a structured pedagogy approach, including teacher training guides, training materials, coaching manuals, etc.
4. Print all approved re-developed teacher training materials which includes teacher guides, the modules, curriculum framework, syllabus documentation.
5. Provide inputs to MoGEI on qualification pathways in Teacher Professional Development, including certification pathways for uncertified/volunteer teachers
6. Collaborate with MoGEI to design and implement training-of-trainer workshops for tutors (teacher trainers) to use new materials and training modalities.
7. Provide capacity building for MoGEI officials at the national and state levels, National Teacher Training Institute (NTTI) managers and other project staff as required.

B. SCOPE OF SERVICES

Activities included under this consultancy will include but not be restricted to the following:

- 1. Produce and present Inception Report** that outlines the scope of work, deliverables and timeline for implementation, organization of personnel and implementation arrangements in collaboration with MOGEI on how the work will be undertaken.
- 2. Undertake a diagnosis of current teacher training programs and materials**
 - Design, pilot, and implement an assessment of current teacher knowledge and skills for a representative sample of candidates for pre-service training³, professional teachers, and volunteer teachers⁴. The assessment sample should be at least 1000 teachers and cover rural and urban areas in all project location, with results that can be disaggregated by gender. The assessment for current teachers should assess teacher effort, teacher knowledge and ability, and the availability of inputs in the classroom. (See Module 2 and Modules 6A and 6B of the World Bank Service Delivery Indicators assessment instrument [here](#) as an

³ Pre-service training includes prospective teachers who will go on to teach both primary and secondary students. The minimum entry requirement for pre-service is a secondary school certificate.

⁴ Volunteer teachers are typically teachers who do not have a secondary school certificate, they make up more than 1/3rd of the teaching cadre.

example survey instrument. The consultant firm will be required to develop a similar survey instrument, adapted to the needs of this assignment and the context of South Sudan.)

- Review current teacher training curriculum and training materials for alignment with national curriculum and current teacher capacities. A complete list of all documents can be found [here](#).⁵
 - Review existing training modalities for alignment with demand for training and current teacher capacity.
 - Conduct interviews and focus group discussions with MoGEI, NTTIs, and state-level education staff involved in the design and delivery of teacher training (including also teachers and tutors) to gain a more holistic understanding of the system, the gaps and opportunities.
- 3. Develop a strategy for design and implementation of teacher training packages**
- Based on gaps and opportunities identified, develop Teacher Training Strengthening Strategy Document (including pre-service, in-service and Continuing Professional Development (CPD) training) in collaboration with MoGEI. Ensure a focus on using principles of structured pedagogy and meeting teachers where they are in terms of knowledge and skills, especially volunteer/uncertified teachers
 - Develop a Costed Implementation Plan for Teacher Training Strengthening Strategy, including pre-service, in-service, training for uncertified/volunteer teachers and CPD.
 - Ensure that all developed materials and strategies are geared towards low-resource, conflict affected settings like South Sudan.
- 4. Develop teacher training curriculum and materials**
- Propose revisions/modifications for identified gaps in teacher training curriculum, materials and modalities (including language needs, responsiveness to gender considerations, consideration of special needs, and climate change issues)
 - Revise existing materials and develop and pilot additional training materials for pre-service and in-service training. Ensure piloting happens in a variety of counties across the country to ensure accurate representation
 - Design, develop and pilot a training program focused on structured pedagogy, including scripted lesson plans (focused on literacy and numeracy in the early grades), training materials and teacher guides, coaching manuals, certification, etc.
 - Design modalities for delivery of teacher training i.e. (centre-based, decentralized, ongoing coaching) for different teacher profiles i.e. pre-service, in-service, unqualified. These should account for the regional differences across the country in terms of teacher skill, capacity and access to resources.
- 5. Print approved teacher training materials and support with distribution of materials**
- Print approved teacher training materials in the quantity and high quality specification specified by the MoGEI PIU. Printing should be done using heavyweight paper (120-150 gsm), the papers should be bound with plastic-coated spiral, and the covers and key pages should be laminated for additional protection from moisture and wear to ensure the longevity of the printed materials.

⁵ <https://www.curriculumfoundation.org/blog/south-sudan-curriculum-documents/>

- Support the MoGEI PIU in developing a distribution plan to deliver approved teacher training materials in all NTTIs and County Education Centres (CECs) and any other spaces where training may take place.

6. Design teacher training and deliver training of trainers

- Provide MoGEI PIU with inputs on the roll-out plan for pre-service and in-service training
- Provide MoGEI PIU with inputs on number, profile and competencies of tutors (teacher trainers) required to deliver teacher training
- Develop an Orientation Package for tutors for the new materials
- Design and pilot training of tutors using new materials. Make adjustments to materials based on the pilot phase.
- Implement training of tutors, in collaboration with MoGEI, using pilot-tested materials.
- Provide MoGEI with support during roll out at scale of training of teachers, including making adjustments to training program and materials, providing additional training or coaching to tutors, and addressing issues with training, materials or implementation.

7. Design and implement a distance learning platform for pre-service, in-service and CPD training

- Review previous or current initiatives that successfully use technology to deliver training and instruction in South Sudan for best practices/lessons learned.
- Build on initial review to design and pilot distance learning platform that incorporates impactful and cost-effective approaches, building on lessons learned in the context of South Sudan and other similar contexts
- Provide training to MOGEI staff and tutors on distance learning and the use of the distance learning platform.

8. Knowledge transfer

- Provide inputs to MoGEI on qualification pathways in Teacher Professional Development, including certification pathways for uncertified/volunteer teachers.
- Create a knowledge transfer plan that helps build capacity within MoGEI to implement teacher training programs sustainably
- Conduct trainings and workshops for MOGEI officials and other staff from NTTIs, CECs and other training venues involved in delivering teacher training programs.
- Ensure MoGEI staff has access to all materials used to assess capacity, pilot, train and assess efficacy of the program.

C. General requirements

- Ensure that consultancy is managed and completed within the agreed fee and within the agreed time frame; inform MOGEI of any disruptions to the timeline
- Transfer information to MoGEI Focal Point Persons in a timely manner such that maximum benefit can be derived.
- Execute the contract in line with Government of South Sudan and World Bank guidelines and regulations.

C. QUALIFICATION REQUIREMENTS

The firm (or group/association of firms) should meet the following criteria:

- Education sector-specific knowledge – The Team Leader of the Consulting firm should have a proven track record of experience working in the education sector particularly in Teacher Professional Development of not less than 10 years.
- Expertise in teacher training and curriculum development – The selected firm should have team members with expertise in teacher training and curriculum development for teacher professional development. An additional benefit is if at least one of its team members have experience comprising of low-resourced, fragile and post-conflict contexts like South Sudan.
- Experience in capacity building and training government officials – The firm itself or key members of the team should have a proven track record of developing and delivering trainings that up-skill government officials and trainers in a manner that is engaging and facilitates learning.
- Experience working with international organizations (World Bank, United Nations, DfID, USAID, etc.) is an added advantage.

D. KEY STAFF:

The Project Team should include (but not be limited to):

1.1 Project Manager/Team Leader. The Project Manager/Team Leader will lead the team and provide overall management of development of a comprehensive teacher training package; overall project management and coordination; liaising with MoGEI-PIU and other stakeholders, and ensure timely completion of deliverables.

Qualifications

- Master's Degree in Education, International Development, Project Management, or related field from a recognized university.
- Professional certification in Project Management (PMP, PRINCE2), preferred.
- Knowledge of education sector development and reform processes in developing countries.
- Specialization in Curriculum Development for Teacher Training is an added advantage.
- Familiar with National and International Teacher Assessment Standards.
- Fluent in English, excellent communication skills.
- Computer skills in MS Office and project management software.

Professional experience

- 10 years of professional experience, 7 years of which should have been in leading and managing curriculum development and implementation for teacher training in developing countries (preferably in post-conflict settings).
- Proven track record of working on similar projects aligned with best international standards.
- Experience managing large-scale projects with education ministries and development partners.
- Experience in overseeing curriculum development for teacher training and associated implementation is an advantage.

2. Team of five Senior Specialists. The Senior Specialist(s) will provide specialized inputs to the design and development of a comprehensive teacher training package. The team of senior specialists will include (but not be limited to):

2.1 Curriculum Development Senior Specialist, with experience in developing structured pedagogy teacher training materials, especially in foundational literacy and numeracy.

Qualifications

- Master’s Degree in Curriculum and Instruction or related field from a recognized university.
- Fluency in English; excellent communication skills.
- Training in gender-responsive and inclusive curriculum design, preferred.
- Computer skills in MS Office.

Professional experience

- At least 8 years professional experience in curriculum development, 3 years of which should have been in developing countries.
- Proven track record of working on similar projects aligned with best international standards.
- Experience designing and developing structured pedagogy training and materials.
- Experience in developing gender-responsive and inclusive educational materials.
- Experience in development of curriculum materials in multilingual contexts is an added advantage.
- Experience in developing curriculum materials for teacher training in resource-constrained and conflict-affected settings is an added advantage.

2.2 Teacher Training Senior Specialist, with experience designing and implementing different teacher training modalities (center-based, decentralized, distance-learning, mentoring and coaching).

Qualifications

- Master’s Degree in Education or related field from a recognized university.
- Fluency in English; excellent communication skills.
- Training in adult learning methodologies, preferred.
- Computer skills in MS Office.

Professional experience

- At least 8 years professional experience in teacher training, 3 years of which should have been in developing countries.
- Proven track record of working on similar projects aligned with best international standards.
- Experience designing and leading the implementation of in-service teacher trainings, in resource-constrained and conflict-affected settings is an added advantage.

2.3 Language Pedagogy Senior Specialist, with experience on designing teacher training in multi-lingual contexts.

Qualifications

- Master's Degree in Applied Linguistics, TESOL, Language Education, or related field from a recognized university.
- Fluency in English and working knowledge of Arabic; excellent communication skills.
- Training in adult learning methodologies and language acquisition theory required.
- Knowledge of mother tongue-based multilingual education principles, preferred
- Training in adult learning methodologies, preferred.
- Computer skills in MS Office.

Professional experience

- At least 8 years professional experience in language teaching and teacher training, with 3 years of which should have been in developing countries.
- Proven track record of working on similar projects aligned with best international standards.
- Experience designing and implementing language pedagogy programs in multilingual contexts, particularly in resource-constrained and conflict-affected settings.
- Demonstrated experience developing language-specific structured pedagogy materials and training modules.
- Experience in mother tongue-based instruction and English as a Second Language (ESL) teaching methodologies.
- Track record of successfully implementing different language training modalities (center-based, school-based, distance learning, mentoring and coaching).

2.4 Education Technology Senior Specialist, with experience designing and developing digital teacher training platforms and content.

Qualifications

- Master's Degree in Educational Technology, Instructional Design, Distance Education, or related field from a recognized university.
- Fluency in English; excellent written and verbal communication skills.
- Advanced certification in Learning Management Systems (LMS) and e-learning authoring tools, preferred.
- Knowledge of adult learning principles and instructional design frameworks.

Professional experience

- At least 8 years professional experience in educational technology and digital learning, with 3 years of which should have been in developing countries.
- Proven track record of working on similar projects aligned with best international standards.
- Demonstrated experience designing and implementing distance learning platforms in low-resource and conflict-affected settings.
- Track record of successfully developing and deploying digital content for teacher professional development.
- Proven ability to: design user-friendly, accessible digital learning experiences, create interactive multimedia content suitable for low-bandwidth environments, develop offline

learning solutions for areas with limited connectivity, and train and support educators in using digital tools and platforms

2.5 Survey Senior Specialist, with experience developing tools to evaluate teacher pedagogical and content knowledge and designing teacher training monitoring systems.

Qualifications

- Master's Degree in Educational Assessment, Education Measurement, or related field from a recognized university.
- Fluency in English; excellent communication skills.
- Training in teacher performance evaluation methodologies and monitoring systems.
- Computer skills in MS Office and data analysis software.

Professional experience

- At least 8 years professional experience in teacher assessment and monitoring, 3 years of which should have been in developing countries.
- Proven track record of working on similar projects aligned with best international standards.
- Experience developing and validating tools to evaluate teacher subject content knowledge, pedagogical content knowledge, and classroom practices/teaching methodologies.
- Demonstrated experience in designing teacher training monitoring systems and building monitoring and feedback loops for teacher professional development.
- Experience designing and implementing monitoring systems in resource-constrained and conflict-affected settings.
- Experience training local staff in assessment administration and monitoring procedures is an added advantage.

3. Specialists. The Specialist(s) will provide specialized inputs to the design and development of a comprehensive teacher training package. The team of specialists will include:

3.1 Curriculum Development Specialist (2), with experience in supporting the development of structured pedagogy teacher training materials, especially in foundational literacy and numeracy.

Qualifications

- Master's Degree in Curriculum and Instruction or related field from a recognized university.
- Fluency in English; excellent communication skills.
- Training in gender-responsive and inclusive curriculum design, preferred.
- Computer skills in MS Office.

Professional experience

- At least 5 years professional experience in curriculum development.
- Experience supporting with the design and development of structured pedagogy training and materials.
- Experience in supporting with the design and development of gender-responsive and inclusive educational materials.

- Experience in supporting the development of curriculum materials in multilingual contexts is an added advantage.
- Experience in supporting with the design and development curriculum materials for teacher training in resource-constrained and conflict-affected settings is an added advantage.

3.2 Teacher Training Specialist (2), with experience designing and implementing different teacher training modalities (center-based, decentralized, distance-learning, mentoring and coaching).

Qualifications

- Master’s Degree in Education or related field from a recognized university.
- Fluency in English; excellent communication skills.
- Training in adult learning methodologies, preferred.
- Computer skills in MS Office.

Professional experience

- At least 5 years professional experience in teacher training.
- Experience in supporting the design and implementation of in-service teacher trainings, in resource-constrained and conflict-affected settings is an added advantage.

Evaluation will be based on:

- Proposed approach to development of all intervention activities, including training and monitoring.
- Budget.
- Timeline.
- Project staff / CVs.
- Description of relevant past experience.

E. DURATION OF CONSULTANCY:

The total duration of the assignment is expected to be 34 months for carrying out consulting services related to strengthening of pre-service and in-service training.

The professional time commitment required by each individual team member is outlined below based on strategic inputs required. These time commitments are subject to change as per changing demands.

Team member	Time commitment¹
Project Manager/Team leader	100% (34 months)
Curriculum Development Senior Specialist	100% (34 months)
Teacher Training Senior Specialist	100% (34 months)
Language Pedagogy Senior Specialist	88% (30 months)
EdTech Senior Specialist	70.5% (24 months)
Survey Senior Specialist	35% (12 months)

Curriculum Dev Specialist (2)	100% (34 months)
Teacher Training Specialist (2)	100% (34 months)

¹ Time commitment shares calculated as a fraction of the total assignment period of 34 months.

F. DELIVERABLES

1. Inception Report, cleared by MoGEI/PIU
2. Diagnosis report on current teacher training programs and materials.
3. Teacher Training Strengthening Strategy Document and Costed Implementation Plan, cleared by MoGEI/PIU
4. Updated teacher training curriculum for pre-service and in-service based on Teacher Training Strengthening Strategy Document, cleared by MoGEI/PIU
5. Piloted materials for pre-service, in-service, training for volunteer/uncertified teachers and CPD and in-service teacher training cleared by MoGEI/PIU.
6. Training-of-trainer workshops supported.

G. TIMELINE AND SCHEDULE OF DELIVERY AND PAYMENTS

The firm will be paid in 7 disbursements according to the following schedule⁶:

No	Deliverable	Payment Frequency	Payment
1	Inception Report	Payment 1	10%
2	Diagnosis Report on existing teacher training curriculum and associated materials.	Payment 2	15%
3	Assessment Report on current teacher knowledge, skills, and effort and availability of inputs in the classroom.		
4	Teacher Training Strengthening Strategy Document and Costed Implementation Plan		
5	Updated teacher training curriculum for pre-service and in-service.	Payment 3	20%
6	Piloted materials for pre-service and in-service teacher training with comprehensively and well-grounded structured pedagogy	Payment 4	30%
7	Training of trainers (ToT) Reports submitted	Payment 5	25%

⁶ Advance payments will be made against bank guarantees

Annex Table 1: Theory of Change for Component 1

Challenges	Activities	Outputs	Outcomes	Long-Term Impact
<ul style="list-style-type: none"> • Inadequate pipeline of qualified teachers to expand education access • Low quality of existing teachers leading to low learning • More qualified teachers required in refugee hosting areas with skills to provide socio-emotional support • High gender inequality in the -teaching force 	<ul style="list-style-type: none"> • Scaling up formal and accelerated pre-service teacher training • Reopening and equipping NTTIs • In-service training for formal and volunteer teachers, including structured pedagogy and national language • Teach literacy courses on National Languages and English • Scholarships for female teachers • Outreach/communications programs to attract more female teachers 	<ul style="list-style-type: none"> • Teacher professional development courses designed TTIs upgraded • Scholarships provided to female teachers • Nationwide communication campaign to attract female teachers launched 	<ul style="list-style-type: none"> • Increase in skills development opportunities in teaching: <ul style="list-style-type: none"> ○ New qualified teachers to increase access to quality education ○ In-service teachers certified to improve student learning ○ Increased share of female teachers ○ Increase in number of qualified teachers available in refugee hosting 	<p>Improved quality and access of education through increased availability of skilled teachers</p>