



## ORGANISATION OF EASTERN CARIBBEAN STATES

### REQUEST FOR EXPRESSIONS OF INTEREST

#### CONSULTANCY TO IMPROVE SCHOOL LEADERSHIP AND ACCOUNTABILITY

***NAME OF PROJECT*** - SUPPORT FOR THE IMPLEMENTATION OF THE  
OECS EDUCATION SECTOR STRATEGY

**Grant No.:** TF0A2937

**Reference No.** OECS-SLA-3

The Organisation of Eastern Caribbean States (OECS) *has received* financing from the World Bank toward the cost of the Support for Implementation for the OECS Education Sector Strategy Project, and intends to apply part of the proceeds for consulting services.

The objectives of the consulting services (“the Services”) includes: 1) Strengthen school leadership capacity to support teachers in improving instructional practices. 2) An improved programme for training leaders in school management. 3) Increase school planning activities that are focused on learning outcomes (see terms of Reference below for further details).

The OECS now invites eligible consulting firms (“Consultants”) to indicate their interest in providing the Services. Interested Consultants should provide information demonstrating that they have the required qualifications and relevant experience to perform the Services. The minimum required qualifications and experience are listed in section VIII of the TOR below.

The attention of interested Consultants is drawn to paragraph 1.9 of the World Bank’s *Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits & Grants by World Bank Borrowers published by the World Bank in January 2011 and revised July 2014* (“Consultant Guidelines”), setting forth the World Bank’s policy on conflict of interest.

Consultants may associate with other firms in the form of a joint venture or a subconsultancy to enhance their qualifications.

A Consultant will be selected in accordance with the Consultants' Qualification selection method set out in the Consultant Guidelines.

Further information can be obtained at the address below during office hours *08:30 a.m. – 4:00 p.m. (0830 to 1600 hours)*.

Expressions of interest must be delivered in a written form to the address below (in person, or by mail, or by e-mail) by February 3, 2017.

Mr. Marcellus Albertin  
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Morne Fortune  
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**Copied to:**

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Education Development Management Unit (EDMU)  
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The Terms of Reference for this consultancy is provided below.

# ORGANISATION OF EASTERN CARIBBEAN

## TERMS OF REFERENCE

### CONSULTANCY TO IMPROVE SCHOOL LEADERSHIP AND ACCOUNTABILITY

#### **Background & Introduction**

A major challenge facing the education sector in the OECS is Low learning achievement. The 2010 grade 4 Literacy and Mathematics tests showed that about 50 percent of grade 4 students had not achieved mastery at their grade level. At the secondary level, the percentage of students passing the Caribbean Secondary Education Certificate (CSEC) was 37 percent and below for all the states. The percentage of students who pass both English and Mathematics at CSEC is on average, 23 percent across the states. Moreover, the Caribbean Examinations Council examiner's reports indicate poor student performance on test items that require critical thinking, analysis, or communication.

Many factors contribute to low education quality in the OECS, for example, a lack of clear learning standards to facilitate formative classroom assessment and student-centered learning. The absence of clear learning standards to guide systematic formative and summative classroom assessment leads to failure to address learning deficiencies before transitioning to the next grade or exiting the system. Students are automatically promoted to the next grade even if they have not mastered the relevant competencies. Many of these children finish school without the necessary skills and competencies to enable them to secure good jobs, increase productivity and get out of poverty.

Another factor is the limited continuous professional development opportunities to improve teaching, respond to policy changes and address identified areas of need. Professional development is even more critical in cases where teacher qualifications are low.

A low capacity of school leaders to support teaching also contributes to the low education quality - the tendency in the OECS is to promote good teachers to become head teachers without the requisite training. There are also limited opportunities for professional development for school leaders. Moreover, communication between schools and parents or other stakeholders is weak and there is dire need to strengthen instructional leadership and accountability. Much has been documented concerning the importance of the instructional leadership responsibilities of the principal. Improved education for our children requires improved instructional leadership. As instructional leader, the principal is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning.

The OECS recognizes the importance of improving the quality of education to promote social and economic development and has taken steps to address the challenge of low learning achievement. Hence, a Regional Education Strategy with a vision that 'Every Learner Succeeds' to help address the common challenge of low learning achievement across member states was developed by the OECS. This strategy has seven Strategic Imperatives the first three of which are to 'Improve the quality and accountability of Leadership and Management', to 'Improve Teachers' Professional Development' and to 'Improve the quality of Teaching and Learning'. Improving the quality of learning for every child is the main focus of the Regional Education Strategy for the OECS.

In this context, the OECS with support from the Global Partnership for Education has prepared a project to support the OECS Countries in the Implementation of the Regional Education Strategy. The key objectives of the Project are to: (i) use quality learning standards to support evidence based teaching and learning at the primary level; (ii) improve teacher practices at the primary level; (iii) strengthen primary school leadership and accountability and (iv) initiate the strengthening of sector monitoring and evaluation capacity in support of evidence-based strategic management and decision-making, in Member Countries.

Hence, this consultancy will focus on **strengthening primary school leadership and accountability** in the four participating states.

### **I. Overarching Objective(s)**

The objectives of the consultancy are to:

- Strengthen school leadership capacity to support teachers in improving instructional practices.
- An improved programme for training leaders in school management
- Increase school planning activities that are focused on learning outcomes.

### **II. Specific Objective(s)**

The specific objectives of this consultancy are to:

- Develop a competency-based school leader training program and certification for school leaders (Education Officers, Principals, Vice Principals and Curriculum Officers). This program should be based on a needs assessment of school leaders' use of data to support teaching and learning and be aligned to the professional standards as outlined in the OECS report on "Proposed Leadership Standards, Performance, Indicators and Guidelines & Recommendations for Professional

Development". While this document is not publicly available it will be delivered to the consultant upon request. The program should also take into account the management practices detailed by the World Management Survey (WMS) for schools. Program will include elements of instructional leadership and the use of data in planning, supporting teaching and learning quality, school management, monitoring of school level and classroom level practices, reporting, record keeping, financial accountability and the Effective/Child-Friendly Schools concept.

- Provide training in instructional leadership to include aspects of financial accountability and record-keeping for school leaders.
- Develop, with the participation of school principals, a handbook for school principals and others in leadership roles to guide school leadership and management. (This document will be designed for primary school leaders in particular but will still be relevant for those working in the secondary sector).
- Review/Revise job descriptions of school principals to be used as a basis for the appraisal of school leaders.

### **III. Scope of the Consultancy**

The Consultant's work will involve:

- Developing a competency-based program for training and certification of school leaders. (Education Officers, Principals, Vice Principals and Curriculum Officers). This will involve the conduct of and audit of needs assessment and leadership standards, and with the objective of ensuring that leaders are able to: (a) support teachers to improve classroom practices and, (b) use data to improve instruction. The program should include elements of financial accountability, record keeping, instructional leadership and the use of data in planning, management, monitoring and reporting to ensure that school planning is focused on learning outcomes
- Providing short term certificated and accredited, competency based training, Approximately 320 primary school persons are expected to be trained. The training plan should be aligned to the available resources and work plan within the respective Ministries of Education in the participating countries. The training may be done through a combination of face-to-face and online modalities and, where possible for efficiency purposes, involve region-wide delivery of some of the content.

- Developing a handbook for school leaders to guide school leadership and management and should include guidelines for the preparation of School Improvement Plans. This handbook will be produced and distributed for use in the training programs.
- Reviewing and revising principal appraisal instrument and job descriptions to be included as part of the leadership program for leaders in the primary school system in the OECS
- Facilitate national forum for school leaders to provide feedback on school leader development(s). One day consultations per country will be held.
- Preparing and submitting quarterly progress reports and a final comprehensive report of the project to the Education Development Management Unit (EDMU). The reports should detail progress being made towards the agreed objectives, information on meetings and consultative sessions conducted, any issue and challenges that have arisen and a section on next steps.

#### **IV. METHODOLOGY:**

The consultant will have initial meetings with the technical staff of the Ministry of Education (MoE) led by the Chief Education Officer (CEO) in each participating country. Throughout the consultancy period, work conducted in each territory, will be done along with a focal point/counterpart assigned by the Chief Education Officer (CEO). It is envisaged that the consultant will work closely with local and regional convened working committee(s) and focal point to develop the required action/implementation plan. The Consultant may be required to work with others outside of the working committee to achieve its objectives.

The project will be implemented both at the regional and national levels. Provision will be made at the regional level for the: (i) development of the leadership programs; (ii) development, production and distribution of the leadership handbook; and, (iii) revision of the instrument to be used for the appraisal of school leaders.

At the national level, a leadership training program for primary school leaders will be conducted and administered by the appropriate unit/officer in each of the countries but under the guidance of the Consultant. Provision will be made for the development of School Improvement Plans, with the involvement of parents and the community, and for their submission to the requisite national authorities.

The project will also make provision for a national forum for school leaders to take place in each of the countries to provide feedback on school leader development.

The MoE will provide for the consultant logistical support to ensure the effective execution of the terms of reference. These will include, among others, the logistical arrangements and also respond to any questions that the consultant may have before official commencement of the consultancy.

## **V. Key Outputs & Deliverables**

The consultant hired by these terms of reference is responsible for:

No.	Deliverable	Timeframe
1	Inception report detailing work breakdown, approaches and proposed timelines to prepare and undertake the activities outlined in the scope of services	Within one month after the start of the assignment
2	A competency-based program of training and certification for school leaders.	Within 3 months after the start of the assignment
3	A handbook for school leaders	By the end of the 2017-18 academic year/ no later than June 2018
4	Deliver training of primary school leaders which may be online and face-to-face mixed modality. The training should include a practical component that is directly related to school leadership and management	From January 2018 to July 2019
5	A revised principal appraisal instrument based on standards for principals	No later than September 2018
6	A national forum for school leaders to provide feedback on school leadership development	July 2019

## **VI. Duration of Consultancy**

The consultancy is expected to be completed with 120 man-days input over the period April 2017 and September 2019.

## **VII. Submission & approval of Reports/Plans**

Final reports/plans/outlines must be submitted to the OECS Commission/EDMU. The consultant will work under the direction of the Head, EDMU who will be

responsible for ensuring timely and quality delivery. The OECS Commission is responsible for approving all reports and plans under this consultancy.

### **VIII. Description of Experts Skills and Profiles:**

The assignment is to be undertaken by an accredited training institution with experience in certification in school/instructional leadership. The qualifications and experience are as follows:

- Key expert with at least a post graduate qualification in any of the following: educational leadership and management specifically in teacher training, education development, human resource management or relevant post graduate qualifications or related field.
- A minimum of five years' education development and management experience
- Experience in providing leadership training, particularly training to education leaders
- Work experience in the Caribbean region or familiarity with the Caribbean or OECS education system
- Experience in undertaking research and reporting including preparation and administration of questionnaires and conducting interviews
- Excellent English language skills, both written and spoken
- Excellent organizational and communication skills and ability to conduct public meetings/consultations