

Lebanon Ministry of Education and Higher Education
Education Development Project II (EDP II) – P118187
School-based Development through enhanced Education Leadership

Terms of Reference

Design and Delivery of a Professional Development Program for School Principals and Administrators

1. Background

The Government of Lebanon (GOL) through the Ministry of Education and Higher Education (MEHE) is implementing the Education Sector Development Plan (ESDP), based on the pillars of the National Education Strategy that aim to provide: (i) Education Available on the Basis of Equal Opportunity; (ii) Quality Education that Contributes to Building a Knowledge Society; (iii) Education that Contributes to Social Integration; (iv) Education that Contributes to Economic Development; and (v) Educational Governance. The ESDP is being led by the Ministry of Education and Higher Education (MEHE) and the ESDP programs are funded by several external agencies (World Bank, USAID, EU, UNICEF ...).

The Education Development Project II (EDP- II), funded by the World Bank, Loan Agreement # 7966-LE, under the law # 227 dated 25/10/2012, is currently being embarked upon by MEHE. This project has prepared an integrated development strategy and has developed the core information and management tools required to commence project implementation. In order to ensure effective integrated implementation of the EDP- II and other projects, MEHE has established an Education Sector Development Secretariat (ESDS). This Secretariat comprises a multidisciplinary team of experts and officers for management and technical support, reporting to the executive level of the Ministry.

1.1 Project Description:

The Education Development Project II (EDP- II) will build on the achievements of the Education Development Project I (EDP- I) that closed in December 2009 after a nine year implementation period. EDP- I addressed (i) policy, planning and information management, (ii) strengthening school leadership, pedagogical capacity and assessment of academic achievement, and (iii) infrastructure and equipment.

The EDP II is designed to: (i) improve the quality of student learning outcomes in order to enhance their social and economic wellbeing; and (ii) improve the internal and external efficiency of the public education system.

The Project includes 3 components:

- a. Early Childhood Education
- b. School Based Development and Teacher Professional Development
- c. Education Sector Policy Development and Management

The MEHE, through the Education Sector Development Secretariat (ESDS), is responsible for managing the different components of the project.

The second component of EDP- II, School Based Development and Teacher Professional Development, is comprised of two subcomponents. These terms of reference (ToR) address the activities of the subcomponent concerned with school based development through enhance leadership.

1.2 Related Programmes:

DRASATI, a USAID funded program, aims through one of its subcomponents to i) provide leadership development training for all serving public school principals who have not undergone any form of pre-service training or the Leadership Development Program under EDPI; ii) pilot the school improvement program in 200 schools after building the capacity of a core team within each school to conduct a school self-assessment and develop school improvement plans.

2. **Overall and Assignment Objectives**

2.1 Overall Objective:

School-based Development through enhanced Education Leadership is a subcomponent of the School-based Development and the Teacher Professional Development component (mentioned under Section 1.1.)

The objective of this subcomponent is to enhance the quality of teaching and learning at the school level through the adoption and gradual implementation of the “New Vision of the School”, recently drafted by MEHE and the Educational Center for Research and Development (ECDR).

The New Vision of the School is achieved when school based planning and improvement are focused on improved teaching and learning, and led by effective and participative leadership reflected through the close collaboration between school principals and staff members.

To attain effective and participative leadership, two initiatives will be launched building on the leadership development program (LDP), implemented under EDP-I (as indicated under Section 2.2.a, here below).

The first initiative seeks, in response to governmental regulations, to develop a principal self- assessment and assessment model and its corresponding instruments. This model should be based on a set of established professional standards that unify the role of the principal and maintain quality leadership.

The second initiative aims at providing additional training for principals and school administrative (non- teaching) staff ensuring that they have the necessary skills, knowledge, and attitudes which will enable them to carry out school based improvement.

2.2 Objectives of the Assignment

Building upon the scaling up of the education leadership development program that was successfully initiated under EDP-I, the main objectives of the assignment are:

- a. To upgrade the previous education leadership development program for school principals and deliver relevant training.
*The previous Leadership Development Program (LDP) targeted school principals who have not undergone pre-service training, providing them with the fundamental skills needed in educational leadership (educational supervision, participative, leadership, parent and community engagement, school management ...). The additional required training will focus on building the capacity of the principals in the domain of school-based planning and improvement;
- b. To design and deliver a certified training program for educational and administrative staff; and,
- c. To support the MEHE to develop a school principals' self-assessment and assessment model and instruments based on school principal professional

standards and improved job descriptions related to their new roles in the context of the New School Vision.

3. Scope of Services, Tasks, and Deliverables of the Assignment

3.1 Scope of Services and Tasks

- a. Support the MEHE to develop an outline of the professional standards for school principals and improved job descriptions as part of the New School Vision. By the end of the Assignment, these standards will be finalized;
- b. Based on an initial outline of these standards, design and implement the principal's self-assessment and assessment model and instruments;
- c. In parallel and concurrently, up-grade and deliver the professional development programs targeting 300 public school principals;
- d. Design and deliver professional development training programs for supervisors and administrative staff (targeting 900 non- teaching staff);
- e. Monitor and evaluate, on an ongoing basis, the Assignment activities under these terms of reference.

3.2 Deliverables

- a. Initially, develop an outline of the professional standards and job descriptions for principals as per the guidelines provided by the Client. By Assignment end, these standards shall be finalized;
- b. Design the Principal Self-Assessment and Assessment model and instruments;
- c. Introduce and complete the principal self-assessment for 300 school principals (starting with 50, then 100, and finally with 150 principals);
- d. Follow up with the 300 principals while implementing the self-assessment [part of the training];
- e. Introduce and experiment the assessment component of the model with 30 selected principals of the 300 who have piloted the self-assessment.
- f. Training:
 - (i) Provide professional training program (curriculum) and corresponding training modules in the Arabic language for principals: upgraded professional development programs composed of three (3) modules on Leadership and School-based improvement (new leadership roles and vision), Leadership and school-based planning, and Leadership and financial management (covering 6, 5, and 4 days, respectively);

- (ii) deliver certified training in the Arabic language for 300 principals (selected from those who have completed the LDP) for a period of 15 days for each group (each training day is 6 hours, with different numbers of sessions for each module for groups of 20-25 principals);
 - (iii) provide professional training program and corresponding training modules in the Arabic language for administrative staff (the selection of the staff members will be based on their profile and role in the school – to be confirmed at the inception phase)- composed of two (2) modules on school administration (subjects will cover, but need to be confirmed at the inception phase: organizational skills including time management, documentation, etc. and communication skills, proposal writing and action planning) and one (1) module on information management;
 - (iv) deliver certified Training (in the Arabic language for 900 of the administrative staff for a period of 9 days for each group (6 days for school admin. and 3 days for information management for groups of no more than 25; each training day is 6 hours);
 - (v) Revising (including customization in response to the implementation of the assignment) and enhancing the Training material for principals and administrative staff twice during the lifetime of the Assignment (halfway, and towards the end) and assessing needs for new /advanced modules not covered in this Assignment;
- g. Provide the methodology and instruments to perform ongoing monitoring of the Assignment activities under these terms of reference and for gradually improving the modules, including:
- (1) Meetings:
 - (i) Start Up meeting (before the start of the implementation): to set the guidelines for starting the implementation
 - (ii) Progress Meetings (at the end of each phase): as per the need and upon the request of the Client
 - (iii) Coordination Meetings: as per the need and upon the request of the Client

- (2) Follow up activities e.g. meetings
- (3) Approved Reports: Progress reports (expected at specified times-Section 5).
- (4) General Supervision
- (5) Certifications in Training

An outline of each of these areas and their timelines (in terms of the details of activities required, working-hours, and proposed timeframe) follows in Annex 1 – attached.

4. Qualifications of the Consultant (Firm) and Staff

4.1 Firm general profile

The firm must have sufficient experience and high degree of competency in implementing at least 1 similar project in time and scope, covering:

- a. Designing, developing, delivering, and, evaluating hands-on/ and experiential leadership and management professional development programs in an educational environment;
- b. Certified Training of trainers and capacity building;
- c. Working on international projects, with working experience in the Arab region and /or in Lebanon;

The firm shall hold sufficient expertise to accommodate appropriately for the local context, and accordingly may partner with another firm to ensure that.

The Firm may partner with an accredited associate for issuing relevant Training Certificates (in collaboration with MEHE) for the above mentioned Lebanese development training programmes.

The Firm must hold an appropriate organization to prepare, implement, monitor, and evaluate all relevant activities while maintaining focus on the agreed scope, outcomes and benefits at all times.

The Firm may explore establishing a strong core team of international and national personnel (Specialists). The role of this team of Key personnel is crucial to the implementation of the assignment.

The organization should hold a Team of Key Personnel as per the following:

4.2 Key Personnel

The following staff will be required:

- a. One Team Leader – Technical Manager:
 - (1) PhD. in Education Sciences, specialization in Educational Leadership is a plus;
 - (2) More than 15 years of total professional experience (academic and practice) in relevant context (such as but not limited to Education development, public organizations, international organizations) with:
 - (i) approximately 10 years of international experience in managing comparable projects (with technical advisory, management, technical supervisory functions for activities relevant to the Assignment);
 - (ii) at least 4 years in similar posts for projects financed by international donors (by the World Bank, is a plus)
 - (iii) working experience in the Arab region is a plus
 - (3) Experience in leading and managing a team (Instructional Designers, Instructors and Tutors) in educational development in the framework of international projects (locally and/or abroad);
 - (4) International experience in the domain of assessing, designing and supervising the implementation of professional development and training programmes;
 - (5) Possess excellent managerial skills including coordination, planning, scheduling, controlling, budgeting, implementing, and monitoring, etc...
 - (6) Ability to work within prescribed guidelines and structure;
 - (7) Excellent and effective communication skills in English (Arabic is a plus);
 - (8) Demonstrated analytical and interpersonal skills; Demonstrated efficient use of the Assignment budget.

The Team Leader will be acting as the Technical Manager and will hold the overall responsibility for managing the technical activities of the Project (described under this ToR), including the coordination of the technical Key Experts (Designers and Instructors), proper (or participation in the) reporting to the Client, and good communication with Client and Key Stakeholders. The Team Leader is expected to provide own

substantive assistance related to the Technical activities of the Assignment.

The level (frequency, number of working days) and type of intervention (locally or remotely) of the Team Leader during the whole period of the Assignment is governed by the Project requirements.

b. Two Program Designers

- (1) Graduate Degree in Education with instructional design experience (standards, curriculum, school improvement, etc.);
- (2) 10 years of professional experience in instructional design and implementation:
 - (i) One Programme Designer must hold:
 - 7 years of International experience (regional experience is a plus) in working on similar assignments;
 - Excellent written and oral communications skills in English (Arabic is a plus).
 - (ii) One Programme Designer must hold:
 - 7 years of Regional experience (International experience is a plus) in working on similar assignments with sufficient experience in the national context;
 - Excellent written and oral communications skills in Arabic and English.
- (3) Experience in Adult Education program design and development;
- (4) Knowledge of competency-based training methodology (development and techniques);
- (5) Plan and produce designs for instructional materials;

The Programme Designers will be reporting to the Team Leader. They are expected to closely coordinate amongst each other in the design of the material and ensure that the material responds to the objectives of the assignment.

The level (frequency, number of working days) and type of intervention (locally or remotely) of the Programme Designer during the whole period of the Assignment is governed by the Project requirements.

c. Six to Seven Instructors (minimum)

General Qualifications

- (1) Graduate Degree in Education or related discipline;

- (2) 10 years of local instructing experience with a previous experience in instructing adults;
- (3) 7 years of local expertise (regional expertise is a plus);
- (4) Preferably professional experience in local general education setting or management;
- (5) Knowledge of competency-based [experientially based] training methodology;
- (6) Plan, instruct and evaluate training modules;
- (7) Excellent written and oral communications skills in Arabic, and English or French

Project-Specific Qualifications desired of the instructors.

- (8) Knowledge of:
 - (i) Leadership and School-based improvement (new leadership roles and vision);
 - (ii) Leadership and school-based planning;
 - (iii) Leadership and financial management;
 - (iv) School Administration (subjects to be determined);
 - (v) Information Management;

d. Logistics Coordinator

- (1) Administrative Support expertise;
- (2) 10 years of local professional experience;
- (3) Assist the Firm, Team Leader, and Instructors in the planning and delivery of the training phase;
- (4) Coordinate and follow up on all logistics needed for the smooth implementation of all activities of the assignment.

The Logistics coordinator will be reporting to the designated Firm's Counterpart, and will work in close coordination with the Client and the trainers.

Excellent written and oral communications skills in Arabic and English.

4.3 Other Non Key-Experts:

The Consultant (Firm) should complement the skills of the core team (described as key personnel) and shall name individuals to participate in specified roles (interpreters, translators...) within the project team and provide full curricula vitae and any other information considered relevant by the Consultant.

These Experts will support the key experts in the successful completion of the project in due time and up to the requisite quality and standard.

4.4 Support Staff:

The Consultant (Firm) shall provide sufficient support/backstopping (technical, resources...) from the headquarters to ensure the proper implementation of the assignment.

An appropriate Counterpart shall be designated by the Firm (with sufficient experience in the local context, and to the approval of the Client) for the whole duration of the Assignment and shall have the overall responsibility of managing and ensuring a smooth, timely, and successful implementation of the Project with an efficient use of the Funds and shall be responsible for:

- a. Coordination:
 - 1- ensuring a proper coordination of all relevant activities;
 - 2- ensuring locally an appropriate and efficient coordination between the Firm, the Project Team, and the Client.
- b. Participation in the Meetings, when necessary or upon the clear request of the Client.
- c. Issuing proper reporting and invoicing on behalf of the Firm.
- d. Ensuring proper administrative control of the project expenditures, preparation of Invoices with supporting documentation, and the timely delivery of reports.
- e. Excellent written and oral communications skills in Arabic and English.

The Consultant (Firm) shall name this counterpart, Key Personnel and any other key short-term specialists, to be managed and provided in accordance with the strategy (Organization and Methodology) proposed by the Consultant in his proposal and as approved by the Client. The strategy describes the: duration, timing and type of the intervention, the scope of work of each expert, the coordination mechanism between experts, explanation of how the nominated experts will ensure completion of the objectives in due time, etc...

The Firm will provide an assurance that all key members of the proposed team will be made available as specified in the proposal, if the Firm is selected.

5. **Accountability and reporting obligations and time schedule for Deliverables :**

The overall time frame of the Assignment is Three (3) years, where many activities (notably Assessment and Training) will be implemented in various locations (e.g. Public Schools or Centers distributed over the main cities of the Governorates) covering most of the regions of Lebanon.

If the needs of the Project require, and only in accordance with the conditions and terms of the funding, an extension to the duration of the assignment might be considered (specifically for the last Task No.4 of the Project- Phases 3 and 4 where the training activities would be implemented in a rather series arrangement more than in parallel), subject to written agreement of the parties.

The firm will be accountable for:

5.1 Preparing, implementing, monitoring, and evaluating all relevant activities.

5.2 Maintaining at all times focus on the agreed scope, outcomes and benefits.

5.3 Reporting to the Client:

In addition to the deliverables (mentioned in the previous sections), the following are the general reporting and material requirements:

a. General requirements:

- (1) all reports should be concise and limited to relevant issues of significant importance;
- (2) all reports to be produced will include a short executive summary. The executive summary should be limited to 2-5 pages, with key tables, figures and/or maps provided as an Annex to the executive summary
- (3) the main text should focus on findings, conclusions, and recommended actions, supported by annexes that present the detailed data collected and citations for any references used in interpreting those data.
- (4) all figures, drawings, and maps will be provided on large format papers, folded appropriately to fit into the report with a scale easy to read and proper legends.
- (5) The Translation into the Arabic language (notably for the training material) should clearly and precisely reflect the educational concepts,

and the language used in writing should respect the local context of the target audience (educational institutions, instructors, trainees etc.)

- (6) All written materials and reports are to be submitted for Client's review and approval in:
 - (i) 5 hard copies:
 - 2 originals and 1 copy printed in English
 - 1 original and 1 copy printed in Arabic
 - all to be arranged in a soft/electronic copy on three (3) CD ROM s, unless otherwise instructed by the Client.
- (7) All reports shall be double sided to minimize paper use.
- (8) All reports will be submitted reviewed and must be approved by the Client.

b. Work Plan:

A finalized Work Plan for the assignment (clearly identifying the activities and their links and the progress/Critical Path) to be submitted before the start of the implementation:

- (1) showing all activities and allocated resources
- (2) using Critical Path Method

c. Inception Report:

An Inception Report in Word format (fully accessible) to be submitted within 3 weeks after commencement date. The Inception report would comprise the following:

- (1) Evaluation of the status (review and assessment)
- (2) Findings and recommendations including identified risks and risks mitigation
- (3) Reporting:
 - (i) suggested list of short term experts
 - (ii) Progress
 - (iii) updated Work Plan
- (4) any other relevant issue

d. Progress Reports:

Progress reports in Word format (fully accessible) produced within 7 days after the end of each of the phases, as described in Annex 1. The reports would comprise:

- (1) Descriptions of all activities carried out during that phase including deliverables related to the implementation of the assignment
- (2) findings and recommendations with identified risks and risks mitigation
- (3) Contract implementation arrangement:
 - (i) actual progress (versus planned) and refined implementation

- (ii) staffing
 - (iii) activities for next phase
 - (iv) suggested list of short term experts
 - (v) updated Work Plan
- (4) Information on quality control including:
 - (i) visit;
 - (ii) video of critical activities, photographs...
- (5) Any other relevant issue
- e. Minutes of Meeting:
Minutes of Meetings in Word format (fully accessible) produced within 24 hrs after the end of each meeting.
- f. Final Report:
A final report (in Word format-fully accessible) will be a comprehensive report about the completion of the assignment, to be submitted within 15 days after completing the implementation of all activities including:
 - (1) presentation of the main activities
 - (2) findings
 - (3) lessons learned
 - (4) policy recommendations for institutionalization
 - (5) and specific items with possible follow-up work for MEHE
 - (6) etc.
- g. Invoicing when a certain Deliverable is completed and as the per the Mode of Payment specified in the Special Conditions of the Contract;

An outline of all deliverables (in terms of the details of activities/tasks required, working-days, and proposed timeframe) follows in Annex-1

6. Client's Input and Counterpart Personnel

6.1 Institutional Arrangements and Reporting:

- a. Mr. Fadi Yarak, the Director General of MEHE, Dr. Nada Mneimneh of the ESDS, and Ms. Elham Komaty, the responsible for the subcomponent. The Firm performing this Terms of Reference shall report to all of them (The number of copies requested for all material and reporting as set in Section 5 has considered this arrangement).
- b. The firm performing this Terms of Reference shall closely collaborate with the designated responsible in the ESDS of the MEHE.

6.2 Professional and support counterpart personnel to be assigned by the Client to the Consultant's team:

Designated responsible/s will be assigned by MEHE to interact with the Firm team on the relevant Technical matters.

6.3 Services, facilities and property to be made available to the Firm by the Client:

The firm will be provided with the following documents: for example, EDP II project documents, and data and reports relevant to the sub-component, and any other relevant, agreed-upon, and accessible documents.

a. Data to be provided by the Client (directly relevant to the implementation of the Tasks):

The Client will be responsible of providing the following data:

- (1) Project component description and general implementation plan;
- (2) Professional Development needs assessment for school principals;
- (3) Training material of the Leadership Development Program implemented under EDP I
- (4) Learner Profile;
- (5) Selection of participants;
- (6) Access to Training centers.

6.4 Reimbursable costs:

The Client will indicate in the Request for Proposals (RFP) if any reimbursable costs beyond travel, lodging, and related costs for the Key Staff should be included in the financial proposal.

It is likely that following logistics for the Trainings (and Assessment) will be discussed and agreed upon negotiations of the contract, including logistics for Trainees travel and other expenses (e.g. organize soft and hard copies for all participants of training materials...)

Annex -1: Detailed Description of Phases

TASKS

Task	Year 1				Year 2 (2014)				Year 3 (2015)				Year 4 (2016)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1.																
Phase1																
Phase2																
Phase3																
2.																
Phase1																
Phase2																
Phase3																
Phase 4																
Phase 5																
3.																
Phase1																
Phase2																
Phase3																
Phase 4																
4.																
Phase1																
Phase2																
Phase3																
Phase 4																

1. Development of Standards and Improved Job Descriptions for Principals:

The expected duration for this activity is 3 months with an estimation of 20 working days:

Time Frame: April, 2014 - June 2014

Phase 1: Drafting Standards and Indicators for Principals

- 1.1 Draft the standards
- 1.2 Develop indicators for the standards
- 1.3 Conduct focus groups to review and amend the standards with concerned stakeholders
The Firm shall allocate appropriate coffee break for participants, including transportation allowances.
- 1.4 Revise standards
- 1.5 Determine the publication process

Phase 2: Developing improved job descriptions

- 2.1 Review the existing job descriptions that are part of the regulations
- 2.2 Identify the gaps in the existing job descriptions based on the developed standards
- 2.3 Build the job descriptions based on the standards
- 2.4 Conduct focus groups to review and amend the job descriptions with concerned stakeholders
The Firm shall allocate appropriate coffee break for participants, including transportation allowances.
- 2.5 Revise job descriptions
- 2.6 Validate the job description to be part of the appointment process of the principals
- 2.7 Determine the publication process

Phase 3: Finalization and validation of Standards

Time frame: October, 2016 – November, 2016

- 3.1 Based on the findings of this task (which include revisions, modifications, etc.), a set of standards for Principals is finalized and validated.

2. Development of the Performance Assessment and Self- Assessment Model for Principals:

Phase 1 and 2: The expected duration is 6 months with an estimation of 20 working days:

Time Frame: July, 2014- December, 2014

Phase 1: Developing measurement tools for the developed standards and indicators

1.1 Develop measurement tools for the indicators

Phase 2: Developing procedures and mechanisms for conducting the principal self-assessment and assessment

- 2.1 Develop the supporting material for principal self- assessment
- 2.2 Set the time frame for conducting the principal self- assessment
- 2.3 Determine the reporting means and procedures
- 2.4 Identify how to analyze the results of the self-assessment

Phase 3: Piloting and evaluating the model

The expected duration is 6 months with an estimation of 18 working days:

Time Frame: January, 2015 - June, 2015

- 3.1 Pilot (introduce and follow up the implementation) the self-assessment component of the model with 50 principals who have completed the Leadership Development Program (which includes introducing the program to School Principals and implementing it).
The Firm shall allocate appropriate meal and coffee break for participants, including transportation allowances.
- 3.2 Design and develop an evaluation system for the pilot self- assessment and assessment model and instruments
- 3.3 Analysis of findings from this pilot self- assessment (50 principals)
- 3.4 Evaluate the model and instruments after the pilot self -assessment

Phase 4: Extending the model into 100, then 150 schools

Time Frame: January, 2016 – September 2016

The expected duration is 9 months with an estimation of 77 working days:

- 4.1 Review the model and instruments based on the evaluation of the pilot
- 4.2 Extend the reviewed model into 100 schools (introduce and follow up on the implementation of the principals self -assessment)
- 4.3 Analysis of the findings of the self- assessment completed by 100 principals
- 4.4 Extend the reviewed model into a further 150 schools(introduce and follow up on the implementation of the principals self- assessment)
- 4.5 Analysis of the findings of the self- assessment completed by 150 principals
- 4.6 Introduce and experiment the assessment component of the model with 30 selected principals of the 300 who have piloted the self-assessment (10 working days)

The Firm shall allocate appropriate meal and coffee break for participants, including transportation allowances.

Phase 5: Preparation of Final Evaluation Report

Time Frame: October 2016 – December 2016

The expected duration is 3 months with an estimation of 5 working days:

- 5.1 Submit the Final Report evaluating the self-assessment and assessment model and instruments and providing recommendations.

3. Upgrading the leadership development program for principals with additional modules:

Phase 1: Preparation of the additional modules

Timeframe: April, 2014-June, 2014

The expected duration of this phase is 3 months with an estimation of 53 working days:

- 1.1 Review the Leadership Development Program I which covered the following topics: (i) Leadership (Leadership approaches, Strategic planning, Modernization and Innovation, Communication, (ii) Planning and Management, (iii) Educational supervision
- 1.2 Review professional development needs of principals after undergoing LDP I based on the submitted surveys prepared by the client

- Design and develop modules (and associated instructor and learner guides) for program using competency based methodology on (i) Leadership and School-based improvement (new leadership roles and vision) (36 hours (6 sessions of 6 hours), (ii) Leadership and school-based planning (30 hours (5 sessions of 6 hours), and (iii) Leadership and financial management (24 hours: 4 sessions of 6 hours)
- 1.3 Have Client validate the instructor and learner guides (in 1.2) developed for modules
 - 1.4 Design and develop an evaluation system for this training
 - 1.5 Deliver an action plan for the delivery of the modules
 - 1.6 Organize logistics related to training delivery, keeping in mind that: (i) maximum number of trainees per group is 25, (ii) trainees are only available for training on Fridays and Saturdays during the school year (and are unavailable at other times); (iii) training may take place in regional centers; (iv) on one day, the maximum number of hours of training is six.
- The Firm shall allocate appropriate meal and coffee break for participants in the trainings, including transportation allowances.

Phase 2: Delivery of training on upgraded modules for first cohort of principals

Time frame: October 2014- December 2014

The expected duration is 9 weeks with an estimation of 33 working days:

- 2.1 Deliver certified training for first group of 50 principals
- 2.2 Revise and Evaluate training

Phase 3: Delivery of training on upgraded modules for second cohort of principals

Time Frame: January 2015- June, 2015

The expected duration is 24 weeks with an estimation of 63 working days:

- 3.1 Deliver certified training for second group of 100 principals
- 3.2 Evaluate training

Phase 4: Delivery of training on upgraded modules for third cohort of principals

Time Frame: January 2016- June, 2016

The expected duration is 24 weeks with an estimation of 96 working days:

- 4.1 Deliver certified training for second group of 150 principals

- 4.2 Evaluate training
- 4.3 Conduct a final revision and evaluation of the modules

4. Development and Delivery of the PD program for supervisors and administrators:

Phase 1: Preparation of the PD program for administrators

Timeframe: April, 2014-June, 2014

The expected duration of this phase is 3 months with an estimation of 36 working days:

- 1.1 Organize a workshop (focus group) to identify needs and required modules
- 1.2 Propose a design for the PD program for approval by the client
- 1.3 Design and develop modules (and associated instructor and learner guides) for program using competency based methodology. One module on school administration (36 hours; 6 sessions of 6 hours) and one module on information management (18 hours: 3 sessions of 6 hours).
- 1.4 Have client validate the instructor and learner guides
- 1.5 Design and develop evaluation system for the training
- 1.6 Design an action plan for the delivery of the modules
- 1.7 Organize logistics related to training delivery, keeping in mind that: (i) maximum number of trainees per group is 25, (ii) unlike Principals, trainees are available during the school year and summer (days to be determined); (iii) training may take place in regional centers; (iv) on one day, the maximum number of hours of training is six. The Firm should allocate for appropriate meal and coffee break for participants, including transportation allowances.
- 1.8 Inception Report presented for validation to the Client

Phase 2: Delivery of training for first cohort of administrators

Time Frame: July, 2014 – December, 2014

The expected duration is 24 weeks with an estimation of 93 working days

- 2.1 Deliver certified training for first cohort of 250 administrators (10 groups)
- 2.2 Evaluate training

2.3 Revise the modules if any gaps arise

Phase 3: Delivery of training for second cohort of administrators and supervisors

Time Frame: January, 2015 – December, 2015

The expected duration is 48 weeks with an estimation of 119 working days

3.1 Deliver certified training for second group of 325 administrators (13 groups)

3.2 Evaluate training

Phase 4: Delivery of training for third cohort of administrators and supervisors

Time Frame: January, 2016 – December, 2016

The expected duration is 48 weeks with an estimation of 121 working days:

4.1 Deliver certified training for third cohort of 325 administrators 13 groups)

4.2 Evaluate training

4.3 Conduct a final revision and evaluation of the modules