

REQUEST FOR EXPRESSIONS OF INTEREST (INDIVIDUAL CONSULTING SERVICES)

Project Name	FSM Skills and Employability Enhancement Project
Grant Number	D-9870
Implementing Agency	FSM National Department of Education
Contract Name	Development of Curriculum Content for Creative Industry and Delivery of Training of Master Trainer
Contract Reference Number	FM-NDOE-453355-CS-INDV
Intended Start Date	February 2025

The FSM National Department of Education has received financing from the World Bank toward the cost of the FSM Skills and Employability Enhancement (SEE) project and intends to apply part of the proceeds for the following consulting services.

The Services include the provision of technical and capacity-building support to the Government of FSM in developing market-relevant career and technical education (CTE) curriculum in the field of creative industry at high-school level. Specifically, the Services will focus on:

- conducting needs assessments in all four FSM states
- developing CTE curricula and relevant instruments
- designing and providing training of master trainers
- providing ongoing technical assistance and post-pilot MTOT follow-up

The detailed Terms of Reference (TOR) for the assignment is attached to this REOI. The detailed Terms of Reference (TOR) for the assignment is annexed to this REOI *and* can be found at the FSM Department of Finance and Administration (DOFA) website's Career Opportunities page at <https://dofa.gov.fm/vacancies/>. The FSM National Department of Education now invites eligible individual consultants to indicate their interest in providing the Services. **Interested Consultants should provide detailed information demonstrating that they have the required qualifications and relevant experience to perform the Services as outlined in the TOR. Specifically:**

- **Latest curriculum vitae/Resume** with description of experience in similar assignments, similar conditions, etc.)
- **Cover letter**
- **Work samples** – e.g., relevant training materials, field notes, training programs, and/or any other work samples relevant to the assignment.

Firms' staff may express interest through the employing firm for the assignment and, under such situation, only the experience and qualifications of an individual shall be considered in the selection process. The criteria for selecting the Consultant are:

Mandatory requirements

- Bachelor's degree in media design, communication or any field related to the assignment.
- At least 10 years of experience in training program development in social media/digital marketing, graphic design or communication.
- Experience in developing training programs that focus on foundational knowledge and skills for adult learners and school-aged students.
- A solid history of conducting comprehensive needs assessments to design training programs.

Desirable requirements

- Master’s degree in media design, communication or any field related to the assignment.
- Experience in developing curricula that focus on foundational knowledge and skills for school-aged students.
- Understanding of the educational and cultural context of FSM or similar regions or contexts.

The attention of interested Consultants is drawn to paragraph 3.14, 3.16 and 3.17 of the World Bank’s *Procurement Regulations for IPF Borrowers* Fifth Edition, September 2023 (“the Regulations”), setting forth the World Bank’s policy on conflict of interest.

Further information can be obtained at the address below during office hours from 8am to 5pm Pohnpei time.

Expressions of interest must be delivered in a written form to the address below via e-mail **by Monday, December 30, 2024, 12pm Pohnpei time.**

FSM National Department of Education

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Annex

TERMS OF REFERENCE CONSULTING SERVICES

1. Background

The Federated States of Micronesia (FSM) is committed to enhancing its vocational education offerings in high schools, particularly in response to the growing demand for skilled professionals in various industries. To support this effort, the National Department of Education (NDOE) is implementing the Skills and Employability Enhancement (SEE) Project, which focuses on developing occupational profiles, curricula, and apprenticeship programs aligned with industry needs. The project also seeks to build the capacity of educators, strengthen school-industry partnerships, and equip students with market-relevant skills to enhance their employability. Specifically, the SEE Project consists of the following three main components:

- **Component 1: Improving equitable access to vocational education and training.** The objective of this component is to ensure TVET access to all eligible youth, especially the poor and vulnerable youth, women, persons with disabilities, and geographically disadvantaged groups such as students or trainees from outer islands. The component aims to achieve this by expanding the availability of quality skills training while providing information, incentives, and support to increase participation of under-represented and disadvantaged groups in TVET.
- **Component 2: Improving the relevance and quality of TVET.** The objective of this component is to enhance the relevance and quality of training offered by TVET institutions by upgrading the training curricula and its standards; improving the quality of trainers; and making provisions for independent testing and certification of skills.
- **Component 3: Improving labor market information and employment services.** This component aims to establish capacity within the Government to provide labor market information and employment support services with a view to improve labor market outcomes among potential workers—including TVET graduates—in FSM. To this end, the activity will support schools and relevant Government units, and the SDOEs, in their efforts to match jobseekers with appropriate vacancies through comprehensive job search assistance.

Given that the FSM currently operates decentralized Career and Technical Education (CTE) programs, where each state has autonomy over its CTE programs and curriculum, the NDOE works closely with the State Department of Education (SDOEs) and high schools to enhance the effectiveness and consistency of these programs through the SEE project.

As part of these efforts, the NDOE conducted a comprehensive data collection to better understand the workforce needs across all four states in FSM. During this process, and through a stakeholder consultation workshop held in June 2024, seven key industries and 36 occupations were collectively identified by state stakeholders. From these, **30 priority occupations** were selected by stakeholders and the NDOE for further development and implementation.:

Industry	Occupations selected by states and FSM NDOE
1. Construction (5)	<ul style="list-style-type: none"> • Carpenter • Plumber • Civil Electrician • Mason • Aircon & Refrigeration Technician
2. Tourism/Hospitality (3)	<ul style="list-style-type: none"> • Culinary / Food & Beverage • Tourism Marketer • Tour Guide
3. Automotive (6)	<ul style="list-style-type: none"> • Diagnostic Mechanic • Auto Mechanic • Body Repair & Painter • Small Engine Mechanic • Auto Electrician • Welder
4. Information Technology (6)	<ul style="list-style-type: none"> • IT Technician – Computer • Network Technician • IT Developer – Designer • IT Developer – Programmer • IT Technician – Mobile • Cybersecurity Technician
5. Energy (2)	<ul style="list-style-type: none"> • Solar Power Technician • Power Plant Operator
6. Agriculture (6)	<ul style="list-style-type: none"> • Poultry Farmer • Vegetable Farmer • Fisherman • Pig Farmer • Distribution & Wholesale • Shipping & Delivery
7. Creative Industry (2)	<ul style="list-style-type: none"> • Graphics Designer • Social Media Content Creator
Total number	30

These occupations represent key growth areas within their respective industries, while the core skills are essential for success across all sectors. The development of programs centered on these skills will ensure that FSM’s future workforce is well-prepared to meet local, regional, and international demands.

To support the development and review of curriculum content and tools, the NDOE will request each SDOE to establish a state-level task force. These task forces (TFs) will work closely with the NDOE, the SEE project, and the consultant to ensure the curriculum and materials reflect both industry needs and local cultural contexts.

The state-level TF will ideally comprise:

- Curriculum specialists
- CTE coordinators
- Teachers
- Industry representatives (if available)

The main responsibilities of these TFs include:

- Providing input on curriculum content and tools
- Reviewing and validating materials to ensure alignment with state-specific needs
- Ensuring that the curriculum reflects local industry needs, cultural norms and practices
- Collaborating with the consultant to provide feedback throughout the development process

The SEE project under the guidance of the NDOE will oversee and support the TFs to ensure smooth communication and progress toward shared goals.

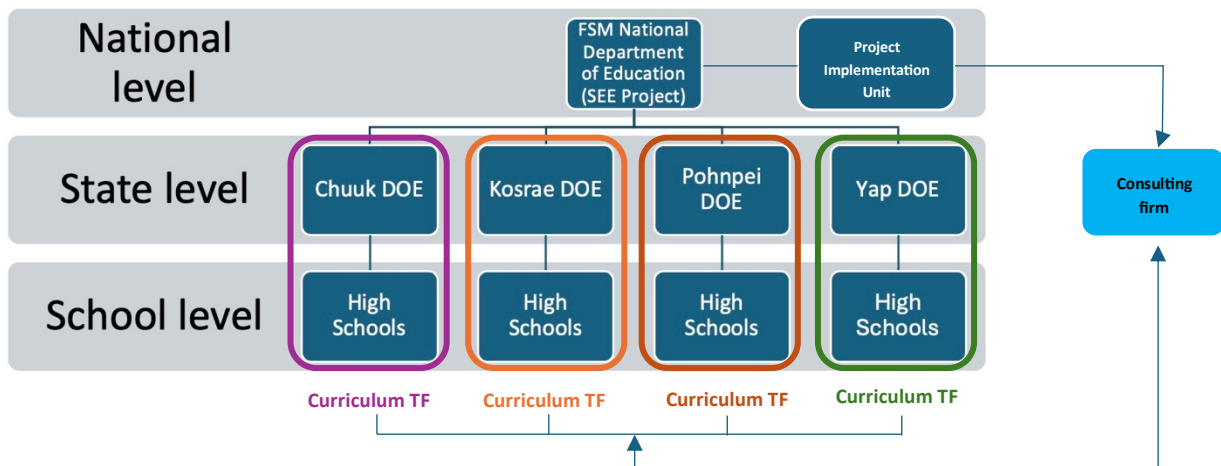
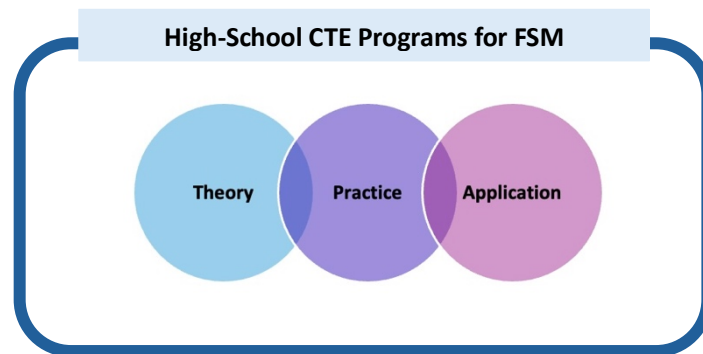


Figure 1. Implementation Arrangement

Important Considerations

- **Consideration 1.** The NDOE will provide occupational profiles for each occupation, detailing the generic job description, core functions, main roles and responsibilities, required technical and core skills, and skills levels. The consultant will use these profiles as a foundation for curriculum development.
- **Consideration 2.** The curriculum should incorporate three essential elements of vocational education: *theory, practice, and application*. Each curriculum must include an in-school youth apprenticeship/practical training component, allowing students to apply their knowledge in real-world contexts. The curriculum's structure and content will be determined based on insights from the needs assessment.



- **Consideration 3.** FSM's current CTE curriculum standards need updating. Rather than following a top-down approach, where standards are developed before curriculum design, this project will use a bottom-up approach. In this model, curricula across various industries will first be developed with a

consistent structure and content, allowing for more direct alignment with industry needs and practical classroom applications. This approach ensures that the curriculum is responsive to actual workforce demands and teaching conditions. These curricula will then guide the NDOE in creating an overarching CTE curriculum framework and upgrading the current standards at a later stage.

- **Consideration 4.** The NDOE plans to develop a program focusing on eight core skills that can be taught as part of the new CTE programs by July 2025. These eight core skills include:
 - Critical thinking
 - Learning Agility
 - Problem Solving
 - Conflict resolution
 - Collaboration
 - Communication
 - Customer Service
 - Personal leadership
- **Consideration 5.** To address systemic challenges, such as local workers in FSM often being confined to low-skill jobs while consultants hire foreign workers for management roles, the curriculum must include elements that promote upward career mobility and broader workforce aspirations. This includes:
 - **Sensitization to career paths:** Introducing students to potential career trajectories and the requirements for advancing to higher-level positions within their chosen industries.
 - **Exposure to higher-level job functions:** Providing opportunities for students to learn about and engage with higher-level roles, helping them understand what these positions entail and the skills required.
 - **Fostering aspirations:** Embedding activities and content in the curriculum that inspire students to pursue leadership or specialized roles in their fields, counteracting limitations on local workforce progression.

2. Objective

The objective of this assignment is to engage a qualified consultant to develop a practical, market-relevant, high-school level curriculum for graphic design and social media content creation. This curriculum should address the specific needs of each state who has expressed interest in piloting the curriculum for Grades 9-12 during the implementation of the SEE project, considering local industry demands and the existing capacity of schools. Additionally, the consultant will conduct a Master Training of Trainers (MTOT) program to ensure that CTE instructors are adequately prepared to deliver the new curriculum. Specifically:

The selected consultant will undertake the following:

1. **Conduct a needs assessment** to assess teacher capacity, evaluate infrastructure and equipment conditions, and the specific needs of relevant industries to ensure the curriculum aligns with local workforce needs and the school's capacity to deliver effective training. The consultant will also provide a template that outlines the structure, scope, and type of content for the draft curricula to give the PIU/NDOE an opportunity to review and provide input on the proposed framework before the draft curricula are developed.
2. **Develop curricula.** This may include working with a firm contracted by the SEE project which will develop CTE curricula in various industries. The firm will ensure content consistency and quality across

the curriculum materials and tools that will be introduced to the schools; therefore, the consultant for developing creative industry curricula will need to work closely with the firm to provide information.

3. **Integrated MTOT and Pilot Testing** for CTE teachers and other stakeholders to ensure effective curriculum delivery, enhance local teaching capacity, and gather feedback for curriculum adjustments based on real-world classroom experience.

3. Implementation/Reporting Arrangements

- The consultant will report to the SEE Project Manager.
- Under the oversight of the SEE Project Manager, the consultant will work closely with the TFs, Project Steering Committee, Project Management Unit, and other relevant stakeholders to ensure the timely and effective execution of the assignment.

4. Scope of Work

The following tasks are expected to be undertaken:

Scope	Objectives/Key Activities
3.1. Needs Assessment	<p><i>State visits required</i></p> <ul style="list-style-type: none"> • Conduct a comprehensive needs assessment in all four states starting in February 2025, considering: • Identify gaps and opportunities in the existing programs. • Provide a list of required equipment for the proposed courses and programs.
3.2. Curriculum Development	<ul style="list-style-type: none"> • Design a curriculum that aligns with the specific occupational needs of participating states. • Ensure that the curriculum aligns with the occupational profiles developed by the projects, meets international standards, and is adaptable to local contexts.
3.3. Curriculum and Material Development	Develop curriculum content and teaching and learning materials and assessment tools.
3.4. Master Training of Trainers (MTOT)	<p><i>State visits required</i></p> <p>Conduct MTOT programs.</p>
3.5 Curriculum and Material Finalization	Revise and finalize curriculum and materials.

4. Deliverables and Tentative Timeline

Based on the tasks outlined in the scope of work, this assignment is expected to be undertaken over the period of **February 2025 to September 2025**.

Scope	Objectives/Key Activities	Deliverables	Tentative Timeline
4.1. Needs Assessment	<p><i>State visits required</i></p> <ul style="list-style-type: none"> • Conduct a comprehensive needs assessment in all four states 	<ul style="list-style-type: none"> • A detailed report by mid-March 2025, including: <ul style="list-style-type: none"> ○ Trainer profile requirements ○ Student demographic and pre-requisites 	February - March 2025

	<ul style="list-style-type: none"> Identify gaps and opportunities in the existing programs. Provide a list of required equipment for the proposed courses and programs. 	<ul style="list-style-type: none"> Proposed curriculum and program suggestions Details for the MTOT programs MTOT Implementation Suggestions, including considerations for a phased approach if necessary Delivery model Equipment lists and recommendations Assessment on school facility capacity and readiness Recommendations for learning space design <ul style="list-style-type: none"> A template that outlines the structure, scope, and type of content for the draft curricula 	
4.2. Curriculum Development	Design a curriculum that aligns with the specific occupational needs of participating states.	Present the findings and curriculum suggestions to stakeholders in each state & NDOE	March-May 2025
4.3. Curriculum and Material Development	Develop curriculum content and teaching and learning materials and assessment tools.	<ul style="list-style-type: none"> Materials and tools that are practical, culturally relevant, and accessible for teachers and students By the end of this phase, approximately 80% of the curriculum is expected to be completed, with the remaining 20% to be adjusted following the MTOT. 	April -June 2025
4.4. MTOT	<i>State visits required</i> Conduct MTOT programs	MTOT program(s) delivered	July-August 2025
4.5 Curriculum and Material Finalization	Revise and finalize curriculum and materials.	All programs, materials and assessment tools finalized.	September 2025

4.1 Key Deliverable Review Process

The NDOE and the PIU will review all key deliverables within 10 business days from the date of submission. Any feedback or required revisions will be communicated promptly to the consultant to ensure timely adjustments.

4.2 Document Transfer

All deliverables will be submitted by the consultant electronically via email and Google Drive to ensure easy access for the NDOE and SEE Project team.

6. Qualifications

6.1 Mandatory requirements

The selected consultant should possess:

- Bachelor's degree in media design, communication or any field related to the assignment.
- At least 10 years of experience in training program development in social media/digital marketing, graphic design or communication.
- Experience in developing training programs that focus on foundational knowledge and skills for adult learners and school-aged students.
- A solid history of conducting comprehensive needs assessments to design training programs.

6.2 Desirable requirements

- Master's degree in media design, communication or any field related to the assignment.
- Experience in developing curricula that focus on foundational knowledge and skills for school-aged students.
- Understanding of the educational and cultural context of FSM or similar regions or contexts.

7. Selection Process

The selection process includes review of EOI and potential interviews. Expected timing for the selection process will be communicated upon shortlisting of candidates.

8. Resources provided by the NDOE

The Project Implementation Unit will cover any project related travel costs for required trips within the FSM.