

## REQUEST FOR EXPRESSIONS OF INTEREST (REOI) CONSULTANT’S QUALIFICATIONS BASED SELECTION (CQS)

<b>Project Name</b>	FSM Skills and Employability Enhancement Project
<b>Grant Number</b>	D-9870
<b>Implementing Agency</b>	FSM National Department of Education
<b>Contract Name</b>	Curriculum Development, Master Training of Trainers, and Coordination of Study Tours for FSM High School Career and Technical Education Programs
<b>Contract Reference Number</b>	FM-NDOE-453360-CS-CQS
<b>Intended Start Date</b>	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) curricula 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
- assisting pilot high schools in pilot-testing the new curricula
- providing ongoing technical assistance and post-pilot MTOT follow-up
- coordinating study tours for FSM CTE teachers and stakeholders

The detailed Terms of Reference (TOR) for the assignment is attached to this REOI.

The FSM National Department of Education now invites eligible consulting firms (“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.**

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.

The ***most substantially responsive bidder*** to carry out the services will be selected in accordance with the Consultant’s Qualifications Based Selection (CQS) method set out in the Regulations and based on the following criteria:

### **Mandatory requirements**

- Minimum of 5 years of proven experience in developing vocational education curricula, particularly for secondary education or technical and vocational education and training institutions, with at least 3 completed projects in curriculum development for CTE or related programs.

- At least 3 years of experience in designing and delivering MTOT with at least 2 completed MTOT programs focused on building teaching capacity for CTE or similar educational programs.
- Minimum of 3 years conducting comprehensive needs assessments related to educational programs, including analysis of occupational demand, teacher capacity, infrastructure, and equipment, with at least 2 completed assessments specifically for CTE or vocational programs.
- Proven experience in organizing and coordinating at least 2 study tours or capacity-building exchange programs for educational stakeholders.
- Access to or collaboration with subject matter experts in the targeted industries to ensure the curriculum aligns with industry standards. For industries where the firm lacks in-house expertise or programs, the firm must provide a clear plan for addressing these gaps, such as through subcontracting or partnerships with external subject matter experts.

#### **Desirable requirements**

- Prior experience in at least 1 project in the Pacific region or a similar developing context, particularly with educational or workforce development projects.
- Background in designing vocational programs that integrate in-school youth apprenticeship, internship, or practical training components, with at least 1 completed project including this integration.

***The evaluation will be based on the company qualifications including its managerial capabilities and relevant experience. Key expert's staff will not be evaluated at EOI stage.***

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 16, 2024, 3pm Pohnpei time.**

FSM National Department of Education

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## Attachment

### TERMS OF REFERENCES 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"><li>• Carpenter</li></ul>

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

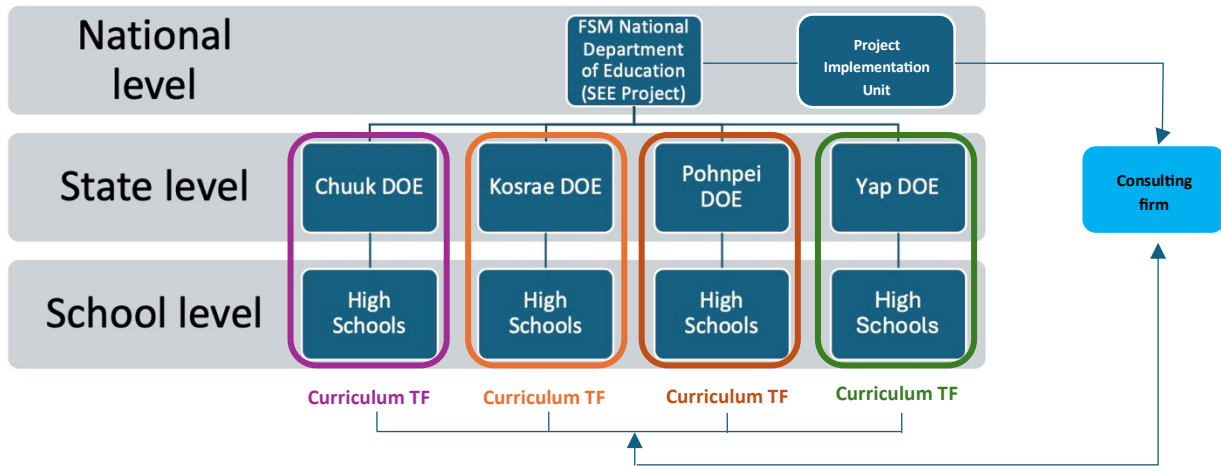
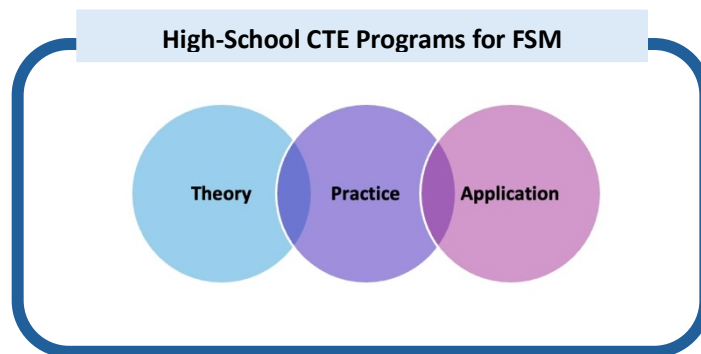


Figure 1. Implementation Arrangement

### 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 firm 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 firms 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 project is to conduct a comprehensive needs assessment to evaluate occupational demand, teacher capacity, infrastructure, and equipment availability; develop a robust, streamlined CTE curricula, which can be adapted to the employment needs of each state; empower local educators through a Master Trainer program; enhance educational capacity through study tours; provide ongoing technical assistance to teachers during pilot testing; and collaborate with subject matter experts to ensure curriculum quality and relevance across targeted industries.

The selected firm will undertake the following:

1. **Conduct (a) needs assessment(s)** to refine/expand the list of 30 identified occupations across the seven priority industries (if required), 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 firm will also provide a template that outlines the structure, scope, and type of content for the draft curricula. This will give the PIU/NDOE an opportunity to review and provide input on the proposed framework before the draft curricula are developed.
2. **Develop CTE curricula** for seven priority industries. This may include working with independent subject matter experts in selected industries, such as agriculture and creative industries, to ensure content consistency and quality across the curriculum materials and tools delivered by the firm. The firm will integrate the core skills program, developed by the NDOE, into the new CTE curricula.
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.
4. **Coordinate study tours** for FSM CTE teachers and high school management, enabling them to observe modern CTE practices, classroom setups, and teaching methodologies.

5. **Ongoing technical assistance and post-pilot MTOT follow-up** to teachers during pilot testing, offering real-time support and gathering feedback for curriculum adjustments.

### 3. Implementation/Reporting Arrangements

- The firm will report to the SEE Project Manager.
- Under the oversight of the SEE Project Manager, the firm 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

Scope	Key Activities
<b>1. Needs assessment</b>	<ul style="list-style-type: none"> <li>• Confirm or expand the 30 identified occupations (by job family) for curriculum development.</li> <li>• Assess teacher capacity, including current skills, training needs, and readiness to deliver the new curriculum.</li> <li>• Evaluate infrastructure capacity, including classroom and workshop facilities, to determine their suitability for new CTE programs.</li> <li>• Review the condition and availability of equipment in each targeted industry to ensure alignment with curriculum requirements.</li> <li>• Collect input from TFs, local businesses and industry representatives to guide curriculum development and ensure the curriculum reflects industry standards and expectations.</li> </ul>
<b>2. Curriculum development</b>	<ul style="list-style-type: none"> <li>• Align curriculum with occupational profiles, ensuring integration of required core and technical skills</li> <li>• Design and develop curriculum content for each of the industries, incorporating theoretical knowledge, practical skills training, and hands-on application</li> <li>• Ensure each curriculum includes an in-school youth apprenticeship or practical training component to provide students with real-world experience</li> <li>• Develop instructional materials</li> <li>• If required, collaborate with independent subject matter experts</li> </ul>
<b>3. Integrated MTOT and pilot-testing</b>	<ul style="list-style-type: none"> <li>• Develop MTOT program and materials using a theory-practice-application format aligned with international best practices. Trainers-in-training should spend at least half their time practicing and giving and receiving feedback.</li> <li>• Conduct initial training sessions on curriculum content, delivery, and classroom management techniques</li> <li>• Implement pilot testing of the curriculum in classrooms, allowing teachers to apply MTOT training directly with students</li> <li>• Observe classroom implementation, gather feedback from teachers and students, and identify areas for curriculum improvement</li> <li>• Provide real-time support during pilot testing</li> <li>• Establish monitoring and feedback mechanisms to gather data on curriculum effectiveness</li> </ul>
<b>4. Coordination of study tours</b>	<p><i>Identify Host Institutions and/or Programs:</i></p> <ul style="list-style-type: none"> <li>• Collaborate with reputable institutions and technical colleges to organize study tours tailored to each of the seven industries.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure identified programs demonstrate exemplary CTE practices, providing opportunities for FSM educators to observe and learn.</li> </ul> <p><u>Develop Study Tour Objectives and Itineraries</u></p> <ul style="list-style-type: none"> <li>• Design clear objectives for the study tours, ensuring alignment with the curriculum and MTOT goals.</li> <li>• Plan detailed itineraries, including site visits, workshops, and sessions with instructors and administrators at host institutions.</li> </ul> <p><u>Facilitate Observation of Best Practices</u> Allow participants to observe various aspects of effective CTE delivery, such as workshop management, use of modern equipment, facilitation techniques, and methods for engaging students.</p> <p><u>Provide Logistical Support</u> Handle logistical arrangements, including travel, accommodations, and scheduling, to ensure smooth and productive study tours.</p> <p><u>Arrange Follow-Up Sessions</u> Organize follow-up sessions post-tour for participants to share their experiences and insights, discuss potential applications in FSM’s CTE programs, and contribute to ongoing improvements in curriculum and teaching practices.</p>
<p><b>5. Ongoing technical assistance and post-pilot MTOT follow-up</b></p>	<ul style="list-style-type: none"> <li>• Provide real-time support to teachers throughout pilot testing, gather feedback on curriculum implementation, and make necessary adjustments to optimize content and teaching methods.</li> <li>• Conduct follow-up sessions after pilot testing to address challenges, reinforce teaching skills, and integrate pilot-testing insights into final curriculum modifications.</li> </ul>

**5. Duration of the Assignment, Expected 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 – April 2026**.

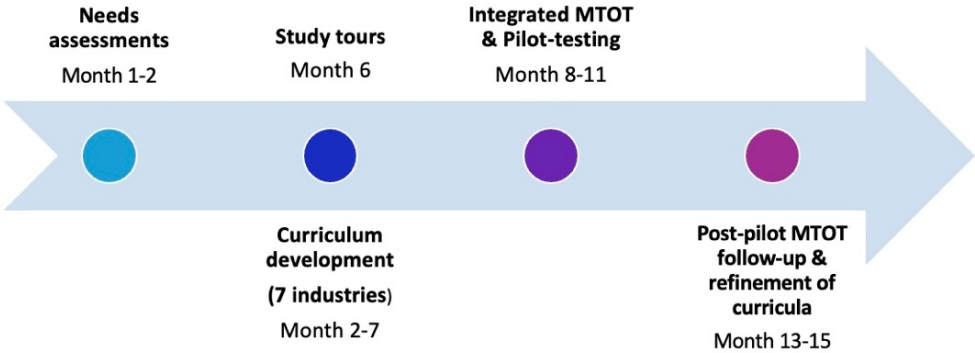


Figure 2. Tentative timeline



Scope	Key Activities	Deliverables	Travel	Tentative Timeline
<b>1. Needs assessment<sup>1</sup></b>	<ul style="list-style-type: none"> <li>Confirm or expand the 30 identified occupations as necessary by job family.</li> <li>Assess teacher capacity, including current skills, training needs, and readiness to deliver the new curriculum.</li> <li>Evaluate infrastructure capacity, including classroom and workshop facilities, to determine their suitability for new CTE programs.</li> <li>Review the condition and availability of equipment in each targeted industry to ensure alignment with curriculum requirements.</li> <li>Collect input from TFs, local businesses and industry representatives to guide curriculum development</li> </ul>	<b>Needs Assessment Report</b> with findings on occupations, teacher capacity, infrastructure, and equipment alignment with curriculum needs.	Required - to all four states	Month 1-2 (Feb-Mar 2025)
<b>2. Curriculum development</b>	<ul style="list-style-type: none"> <li>Align curriculum with occupational profiles, ensuring integration of required core and technical skills</li> <li>Design and develop curriculum content for each of the industries, incorporating theoretical knowledge, practical skills training, and hands-on application</li> <li>Ensure each curriculum includes an in-school youth apprenticeship or practical training component to provide students with real-world experience</li> <li>Develop instructional materials</li> <li>Collect input from TFs, local businesses and industry representatives to guide curriculum development</li> <li>If required, collaborate with independent subject matter experts</li> </ul>	<b>Comprehensive CTE curricula for 7 industries</b> , with instructional materials and training guides.	Required (as necessary)	Month 2-7 (Mar-Aug 2025)
<b>3. Coordination of study tours</b>	<ul style="list-style-type: none"> <li>Identify Host Institutions and/or Programs</li> <li>Develop Study Tour Objectives and Itineraries</li> <li>Facilitate Observation of Best Practices</li> <li>Provide Logistical Support</li> <li>Arrange Follow-Up Sessions</li> </ul>	<ul style="list-style-type: none"> <li><b>Study tour program</b> with itineraries and logistics plan.</li> <li><b>Completed study tours with reports</b> on observations and insights for implementation.</li> </ul>	May be required - locations TBD	Month 6 (July 2025)

<sup>1</sup> Schools will be identified by the NDOE. This will include the four public high schools and one private school that the project has been working with, as well as other high schools offering CTE programs. The five high schools are: Pohnpei Island Central School (PICS), Yap High School, Yap Catholic High School, Kosrae High school, and Chuuk High School.

	*Travel expenses for participants (flights, per diem, car rental) will be covered by the SEE project.			
<b>4. Integrated MTOT and pilot-testing</b>	<ul style="list-style-type: none"> <li>Initial MTOT session (curriculum content, delivery, and classroom management)</li> <li>Pilot Testing with Students <ul style="list-style-type: none"> <li>Implement curriculum in classrooms with teacher support.</li> <li>Observe, gather feedback, and identify improvement areas.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>MTOT training program and materials</b></li> <li><b>Completed MTOT sessions</b> with trained CTE teachers and management</li> <li><b>Report</b> on pilot testing results and feedback for Phase 1.</li> <li><b>Adjusted curriculum for Phase 1 industries</b> based on pilot feedback.</li> </ul>	Required - all four states	Month 8-11 (Sept-Dec 2025)
<b>5. Ongoing technical assistance and post-pilot MTOT follow-up</b>	<ul style="list-style-type: none"> <li>Provide real-time support to teachers throughout pilot testing, gather feedback on curriculum implementation, and make necessary adjustments to optimize content and teaching methods</li> <li>Conduct follow-up sessions after pilot testing to address challenges, reinforce teaching skills, and integrate pilot-testing insights into final curriculum modifications</li> </ul>	<ul style="list-style-type: none"> <li><b>Adjusted curriculum</b> for Phase 1 industries based on pilot feedback.</li> <li><b>Report</b> summarizing 1) ongoing technical assistance and adjustments made and 2) feedback and insights from post-pilot MTOT follow-up session.</li> </ul>	Required (as necessary)	Month 13-15 (Feb-April 2026)

**5.1. 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.

**5.2. 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. Core Team**

The core team should consist of following key personnel with the listed skills and experience:

- Team leader** with experience in:
  - Leading vocational and technical education and training
  - Overseeing project execution
  - Coordinating inputs of in-house experts as well as independent Subject Matter Experts in certain industries
- Curriculum developers/Master trainers** for all identified industries
- The successful Firm will be required to nominate a team, that demonstrates the above requirements of the Firm as part of the negotiation process. One member of the team (either as an employee or a contractor) will be nominated as the key person and will be responsible for the key team leader role as set out in these TORs. Subject to this requirement there is no limit to how small or large the team can be.

## **7. Qualifications of Firm**

The selected firm should meet the following requirements to successfully carry out the objectives and scope of this assignment.

### **7.1. Mandatory Requirements**

- Minimum of 5 years of proven experience in developing vocational education curricula, particularly for secondary education or technical and vocational education and training institutions, with at least 3 completed projects in curriculum development for CTE or related programs.
- At least 3 years of experience in designing and delivering MTOT with at least 2 completed MTOT programs focused on building teaching capacity for CTE or similar educational programs.
- Minimum of 3 years conducting comprehensive needs assessments related to educational programs, including analysis of occupational demand, teacher capacity, infrastructure, and equipment, with at least 2 completed assessments specifically for CTE or vocational programs.
- Proven experience in organizing and coordinating at least 2 study tours or capacity-building exchange programs for educational stakeholders.
- Access to or collaboration with subject matter experts in the targeted industries to ensure the curriculum aligns with industry standards. For industries where the firm lacks in-house expertise or programs, the firm must provide a clear plan for addressing these gaps, such as through subcontracting or partnerships with external subject matter experts.

### **7.2. Desirable Requirements**

- Prior experience in at least 1 project in the Pacific region or a similar developing context, particularly with educational or workforce development projects.
- Background in designing vocational programs that integrate in-school youth apprenticeship, internship, or practical training components, with at least 1 completed project including this integration.