

Terms of Reference(TOR) for Training of Trainers and Assessors on Effective Teaching and Pedagogy (SD-5)

1. Background

(i) The current skills supply systems of Bangladesh do not meet the skill demands because of inadequate throughput and a mismatch between skills supply and skills demand. The current production of skilled workers is not focused on industry demand and is segmented and poorly coordinated. In the current system, there is no nationally consistent approach to quality assurance, with current qualifications not based on standards that align with the occupations or skill levels in industry.

(ii) One of the main constraints to effective skills training delivery is the lack of pedagogical skills including teaching technique, methodology and assessment of knowledge and skills etc of teachers employed in training institutions. Most trainers in public and private training institutions have received little pedagogical training, including occupation specific skills training and have little or no industry experience. More specifically, teachers may be qualified and proficient in their content knowledge but skills they lack are usually related to the knowledge and application of pedagogy. It is recognized that when teachers understand and use pedagogy in their teaching has the flexibility to meet trainees' vast array of learning needs.

(iii) Employers know best what skills are required in industry and they can easily assess skills received by trainees in training institutions. The project has therefore strategized to involve industry assessors in project to conduct assessment of trainee performance and determine training effectiveness of training institutions. Though industry assessors have acquired skills and knowledge on their specific occupations by engaging themselves in work for many years but they lack pedagogical skills and technique of assessing trainees' performance.

(iv) In Tranche 1, the SEIP will implement an integrated capacity development strategy that will focus on developing capacity of the trainers and industry assessors who will be involved in project activities. However, the project will extend capacity development program on pedagogy to equip trainers and assessors for effective training delivery and proper assessment to achieve SEIP training targets. Industry assessors will be trained on pedagogical skills and in return, they will ensure that assessment of trainee performance, facilitation services to measure effectiveness of training at the institution level and skills certification support services are properly conducted.

2. Objectives of the SEIP Program

The overall objective of the project is to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalizing a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support. Specifically, the objectives are to:

- i) Improve program for skilling new entrants and up-skilling existing workforce to enhance productivity and growth of priority industry sectors;
- ii) Impart skills training linked to gainful employment or self-employment through PKSF partners and their livelihood programs as well as through Bangladesh Bank Small and Medium Enterprise (SME) Department linked to jobs in SMEs;
- iii) Develop a network of training providers that are endorsed by industry for providing excellence of training to meet the skills needs of employers;
- iv) Establish and implement a strategy to address the special needs of groups specified in the NSDP and ensure their participation in SEIP programs;

- v) Implement a vocational trainer development program for trainers and assessors and a management leadership program for training provider management reflecting NSDP requirements;
- vi) Strengthen capacity of BTEB in approving training providers registration process, course accreditation and monitoring quality assurance and implementation procedures of training providers;
- vii) Support the training providers for capacity development to ensure quality training delivery mechanism;
- viii) Establish and institutionalize a credible recognition of prior learning (RPL) system;
- ix) Support the NSDC and key government ministries to strengthen institutional arrangements and coordination to enable the TVET system to meet policy objectives within a coherent skills development framework; and
- x) Support the establishment and operationalization of a National Human Resources Development Fund (NHRDF).

The impact will be increased income and productivity of the working population aged 15 years and above. The outcome will be increased employment in priority sectors and skills for males and females. There are four outputs targeted that include: (i) market responsive inclusive skills training delivered; (ii) quality assurance system strengthened; (iii) institutions strengthened; and (iv) effective program management

3. Scope of the Services, Tasks (Components) and Expected Deliverable

- 1) The assignment will engage one specialized institution/firm to organize training on pedagogy for about 820 trainers from the training institutions administered by three ministries (Ministry of Education/DTE, Ministry of Industry/BITAC and Ministry of Expatriates' Welfare and Overseas Employment/BMET), Industry Associations (BGMEA, BKMEA, BTMA, BACI, BEIOA, BASIS, Shipbuilders Association & LFMEAB), BB-SME and PKSF. Firm/institution will also organize training on Effective Teaching and Pedagogy for 200 industry assessors. The total number of trainers and industry assessors may be increased or decreased during implementation of training programs.
- 2) The main purpose of this assignment is twofold (i) to design and develop need based pedagogical training module with a duration of two weeks for trainers engaged by different institutions under SEIP and in case of assessors, the training duration will be 3 days ;iii) to organize training programs on Effective Teaching and Pedagogy .This assignment will run on the following process flow:
 - a. Studying the current competency standard for trainers' qualification (CB&TA) and development of 'Pedagogical Training Module' aligned with CBT standard Trainers qualification.
 - b. Module would be developed based on the competency standards, and all elements of Units of Competency related teaching technique and assessment methodology would be addressed in the module.
 - c. The module would be used to design the following training materials-
 - (i) Trainers Guide having 'Lesson Plans' for every Session
 - (ii) Participants Guide having key learning and exercises for every session
 - (iii) Assessment Guide covering assessment criteria, pedagogy and method of scoring for every Unit of Competency of the Qualification
 - (iv) Details of training aids to be used for each Session.
 - (v) It is expected that the focus of the program would be on designing of

instructional material, and delivery of competency based training and assessments

3) The training programs will be implemented in batches (25 trainees per batch) over a period of 15 months. Therefore, the trainers training will need to be imparted in $(820 \div 25) = 33$ (approx) batches and in case of assessors, training will need to be imparted in $(200/25) = 8$ batches. The batches may be more depending on the availability of participants for training at any point. The institution will have to submit the training plan including the financial proposal which includes the cost of lead consultant (team leader), trainers/resource persons, training coordination & management cost, facilities/venue cost, per diem cost of the participants, travelling allowance of the participants (actual cost depending on the distance travelled), overhead cost etc. The TA/DA rate of the participants will be available with SDCMU, SEIP. The list of training institutions from which the trainers/participants will be nominated for training will also be available with SDCMU, SEIP.

4) Major components of pedagogy that are distinct from teaching: i) teaching technique and methodology ii) trainers/teacher-trainees interaction iii) training organization and delivery iv) social arrangements of trainees v) activity design vi) preparing schedule, sequencing & setting of training contents/context; vii) Preparing job sheet and assessments tools. The assignment will ensure that all trainers and assessors upon receiving pedagogy training can demonstrate their capacity in delivery of training and assessment of trainee performance.

5) The institution should have proven track record in quality delivery of ToT on Pedagogy preferably experienced in organizing training for the TVET trainers. The training will follow the principle of continuous professional development in order to provide initial training followed by follow-up training to strengthen and build on initial skills.

6) Another element of the scope of services is the delivery of quality training and to ensure the following i) engagement of qualified and experienced facilitators/resource persons, ii) well-illuminated and well-ventilated training rooms with the available arrangements of audio-video facilities; (iii) adequate and effective logistical management to ensure training supplies are available on time.

7) The firm/institution shall liaison with the PTIs, industry associations, BBSME and PKSf for mobilization /nomination of the participants with the assistance of SDCMU, SEIP

4. Duration of Assignment: 15 Months

5. Additional Requirements:

- a. Registration status of the Firms/Institutions, length of experience and location of the office of the firm/Institution ;
- b. Organogram of the identified institutions (Institutions that will deliver training), qualification

and experience of Resource Persons/ Facilitators who will be selected as Trainers of the institutions will need to be mentioned;

- c. Other status of the training institutions such as track record of the institutions relating to managing ToT on pedagogy skills training programs. Preference will be given to the institutions who have had experiences to train trainers/teachers on Pedagogy under any development project or who have experienced to organize teachers training for the teachers of the public/ reputed NGO run TVET institutions;
- d. The CVs of the Trainers/ Resource Persons/facilitators to be submitted with EOI;
- e. Letter of intent from the training institution in case of firms;
- f. Methodology of implementation of training programs ;
- g. Training Plan with duration and contact hours per day

6. The assignment will ensure engagement of one lead Consultant (team leader) and five (05) Trainers/Resource Persons for a total of 51 person-months to mobilize and impart training programs. Qualifications, experiences and key tasks for the Lead Consultant and Trainers /Resource Persons are shown below:

Key Experts	Person-months	Key tasks & Qualification
Lead Consultant(Team Leader)	15 person-months (1 person X 15 months)	<p>Qualification: Masters in any discipline preferably in Technical Education with at least 10 years experiences in pedagogy training delivery and management.</p> <p>Duties and Responsibilities:</p> <ul style="list-style-type: none"> - The Lead Consultant will be responsible for ensuring overall effectiveness of training programs by planning, managing, coordinating and implementing the activities undertaken for ToT on effective Teaching and Pedagogy. - Develop training module and learning materials in consultation with the trainers/resource persons - Liaise with the SDCMU and associations (BGMEA,BKMEA,BTMA,BOEIA,BASIS,BACI,LFMEAB and Shipbuilders Association) ,BB SME, PKSF and 32 PTIs to mobilize and select participants & prepare training plans

Key Experts	Person-months	Key tasks & Qualification
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Trainers/Resource persons- (04 for teacher training, duration two weeks)	Total :(4x12)=48 person –months	<p>Qualification: Masters in any discipline preferably in Technical Education with at least 5 years experience in pedagogy training delivery and management</p> <p>Duties and Responsibilities:</p> <ul style="list-style-type: none"> -preparation of training module and learning materials - Conduct training -Conduct assessment after completion of training
Trainers/Resource persons- intermittent (01 for assessor training, duration 3 days.)	Total: (1x3)=3 person –months	<p>Qualification: Masters in any discipline preferably in Technical Education with at least 5 years experience in pedagogy training delivery and management</p> <p>Duties and Responsibilities:</p> <ul style="list-style-type: none"> -preparation of training module and learning materials - Conduct training -Conduct assessment after completion of training

7. Deliverables and Time Schedule for Deliverables

The consultant team will deliver the following:

- (i) Two copies of Inception Report at the end of month one;
- (ii) By end of month one, draft progress reports on the deliverables (list of Facilitators trainers/ resource persons and training participants);
- (iii) By end of month two, design and develop training module/curriculum, trainers handout and learning materials for ToT module on pedagogy;
- (iv) By end of month three, submit quarterly progress report to the Executive Project Director
- (v) By the end of month 15, complete training of targeted number of trainers and assessors on pedagogy including assessment and certification;
- (vi) By the end of month 15, submit a complete training development strategy for tranche 2; and
- (vii) Three copies of Final Report and three copies in CD-ROM which will include recommendations and action plan to expand this process.

8. Client's Input and Counterpart Personnel

The client will provide financial support for the training and will invite the consultant team for regular update and participation in meetings with the key implementing/contracted agencies providing pedagogyskills training. The client will also facilitate meetings with key stakeholders and liaise with

other consultant team as appropriate. OneAEPD, TVET specialist and the course specialist at the SDCMU, SEIP will coordinate the assignment.