

# TERMS OF REFERENCE

## For an Expert in Quality Assurance of Teacher Education Institutions and the development and use of University Program Agreements

The World Bank office in Vietnam is seeking expressions of interest from highly qualified experts/consultants with background in Higher Education Quality Assurance and Institutional Capacity Development to support the implementation of the Government of Vietnam's *Enhancing Teacher Education Program*.

### 1. Background information

**The *Enhancing Teacher Education Program (ETEP)* aims to ensure that school teachers and principals receive onsite Continuous Professional Development of higher quality and relevance.** World Bank supports the ETEP through Program-For-Results financing equal to US \$95 million.

The Government of Vietnam put in place the *Fundamental and Comprehensive Reform of Education (FCER)* in 2013.<sup>1</sup> The FCER consists of several sub-programs, including the *National Teacher Education Program*, which establishes a new framework for the provision of training, retraining and continuous professional development to school teachers and principals.<sup>2</sup> ETEP specifically covers the improvements to continuous professional development (CPD). The Ministry of Education and Training (MOET) is charged with the implementation of the FCER, and by extension the National Teacher Education Program and ETEP.

The Project Development Objective (PDO) of ETEP is to strengthen teacher education institutions to enhance teacher and principal effectiveness through improved continuous professional development.

The principal strategy to meet this objective is to ensure that all teachers receive school-based continuous professional development (CPD). Considering the nature of the expected changes to teaching methodology and professional responsibility, research has indicated that school-based CPD (provided through face-to face and online platforms) has the greatest influence on teacher competencies, classroom behavior, and effectiveness. This is primarily because this type of training and support prepare teachers to respond to quickly changing situations and a wide array of differing demands.<sup>3</sup> By “bringing training to the teacher”, school-based CPD can help teachers more effectively master these new methods and acquire these new competencies.

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<sup>1</sup> Resolution No 29/NQ-TW issued on 4th November 2013 of the 8th Conference of the 11th Session of the Central Executive Committee on Fundamental and Comprehensive Education Reform.

<sup>2</sup> Continuous Professional Development refers to training, knowledge resources, coaching, training needs assessments and other support services and interventions that are crafted to meet the specific needs of teachers and principals in classrooms and schools.

<sup>3</sup> Francesca Caena, 2011. Quality in Teachers' Continuing Professional Development. Education and Training 2020: Thematic Working Group 'Professional Development of Teachers', European Commission, Directorate-General for Education and culture.

The National Teacher Education Program aims to reinforce the provision of CPD through two main vehicles: (i) Core Teachers and Principal Advisors, who will be assigned to schools and school clusters to provide face-to-face training and support and (ii) an online platform that can provide needs-based, interactive training and support directly to teachers and principals. A rigorous training and support needs assessment system, based on professional standards and context-specific needs defined by teachers and principals, will inform the development of tailored training programs and applications. To ensure the dynamism and quality of the enhanced CPD system, eight Lead Teacher Training Universities in respective catchment areas (corresponding approximately to regions) will train and provide support to the Core Teachers and Principal Advisors who will be assigned to schools; develop the online services and applications; and help develop the needs assessment systems. The LTTUs are expected to provide technical leadership and guidance for this school-based CPD system.

World Bank financing is provided in the form of a Program-for-Results (PforR) operation. The ETEP PforR focuses on the achievement of outputs and outcomes derived from the four Results Areas described below. More specifically, the funds are made available once certain Disbursement Linked Indicators (DLIs) are met, which signal progress towards the overall objectives of each Results Area. For further information on this operation, please refer to the following documentation:

<http://documents.worldbank.org/curated/en/777231467305951315/Vietnam-Enhancing-Teacher-Education-Program-Project;jsessionid=jGDFxOLJebjVShfq4pG6C9d0>

- *Results Area 1: Improved capacity of Lead Teacher Training Universities<sup>4</sup> (LTTUs) and central teacher management units to enhance teacher and principal education effectiveness.* After the program, the LTTUs selected by the MOET will have improved capacity to provide technical guidance for the development and the implementation of enhanced CPD for school teachers and principals. Their improved capacity will be facilitated and measured by a Teacher Education Institution Development Index (TEIDI)<sup>5</sup> that will be developed within the scope of this program. Each LTTU will also prepare a Performance Agreement (PA), which is a contract signed between the LTTU and MOET. In the PA, the university commits to particular results in order to receive resources necessary to enhance their capacity. Signing and implementing the PA and reporting progress on the TEIDI scores of individual LTTUs are DLIs for the Program for Results operation.
- *Results Area 2: Development of teacher and principal training needs assessment systems to inform the CPD system.* This would include the development of a Teacher Education Management Information System (TEMIS)<sup>6</sup> to: (i) measure whether teachers and principals meet new professional standards; (ii) track and record evaluations of CPD programs; and (iii) record assessments of CPD needs of teachers and principals.

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<sup>4</sup> Hanoi National University of Education, Hanoi Pedagogical University 2, Thai Nguyen University of Education, Department of Teacher Education of Vinh University, Hue University of Education, University of Education – Da Nang University, Ho Chi Minh Pedagogical University, and the National Institute of Education Management

<sup>5</sup> TEIDI is a tool to assess the readiness of teacher education institutions to deliver quality teacher education programs and to monitor their accountability. TEIDI is currently being applied by the World Bank financed *Bihar Enhancing Teacher Effectiveness Program* for teacher training colleges in this Indian state. That experience will provide the basis for developing these similar tools in Vietnam.

<sup>6</sup> A TEMIS is also being developed and used in the *Bihar Enhancing Teacher Effectiveness Program*.

- *Result Areas 3: Onsite and continuous professional development for teachers and principals.* Teachers and principals will be provided with school-based professional support by a cadre of Core Teachers and Principal Advisors who will be trained and supported by the LTTUs. The Core Teachers and Principal Advisors will generally be senior and well-regarded members of their respective schools. Upon return to their schools, they will ensure that teachers and principals receive face-to-face and timely support needed to address work-related challenges.
- *Results Areas 4: Teachers and principals have access to CPD programs and resources through an Information & Communication Technology-based system.* A comprehensive Learning Management System (LMS) will be put in place by MOET to make available four basic CPD services to teachers and principals: (i) on-demand, interactive e-learning courses for an assortment of continuous professional development needs; (ii) tailored knowledge resources (e.g., digitized and customizable lesson plans, videos of best practice) personalized support (e.g., help desks); and (iii) opportunities to collaborate with peers and experts online (e.g., a social media network for teachers, using a mobile interface).

This Consultancy will support the implementation of *Results Area One*. In particular, the Consultant will help the MOET develop the TEIDI and the Performance Agreements.

### ***The Teacher Education Institution Development Index (TEIDI)***

TEIDI is a tool to assess the readiness of teacher education institutions to deliver quality teacher education programs and monitor their accountability. TEIDI will help LTTUs identify areas for improvement, set objectives, inform planning, and measure progress towards milestones. Since the TEIDI is an index, it will provide a measure by which LTTU progress can be tracked in a comparative manner.

Based on the experience of similar instruments, TEIDI will most likely measure three dimensions of institutional capacity: access of beneficiaries to a conducive learning environment, quality of the training and support provided to beneficiaries (learners, educators, and faculty), and management and governance. TEIDI would provide a composite “score” combining results of the assessment along these three dimensions. The table below provides more detail.

*Summary of Teacher Education Institution Development Dimensions*

<b>Dimension</b>	<b>Sub-Objective</b>	<b>Description</b>
I. Access to a conducive learning environment	Range of programs and courses	Kind and types of courses available to learners. The range should be sufficiently extensive to allow student choice and cater to different needs.
	The quality and usefulness of infrastructure/facilities/learning	Adequacy of physical environment, but also how frequently resources

	resources available to trainers and learners	are updated, upgraded, and utilized (e.g., books, labs, computers, equipment, digital resource, etc.).
II. Quality of training and support provided to beneficiaries	Training programs	Curriculum, pedagogy, content, and learning assessment; design, implementation, evaluation and processes for modification.
	Quality of academic staff	Teaching experience, academic background, breadth of expertise, continuous professional development, and awards and other types of recognition.
	Activities and direct support to beneficiaries (enrollment in institutions and working in schools	Support and guidance services for learners, both for those enrolled in the LTTUs and deployed to schools.
	Research and development	Production and dissemination of relevant research, innovative practices and learning materials; capacity to determine the impact of research and other products on learning outcomes and practice; capacity to create links with other teacher education institutions, both nationally and internationally.
	6. ICT preparedness	Availability and quality of ICT resources for beneficiaries (learners, educators, and faculty) at LTTUs; availability and quality of online teacher education resources provided to beneficiaries off campus (both school and district level staff); capacity to maintain and upgrade ICT services.
III. Institutional Effectiveness	Governance, Partnerships and Performance	The strength and effectiveness of the organization and leadership of the LTTU; tenure of university leadership; quality assurance and accountability mechanisms; policy compliance mechanisms; and extent of partnerships and networks.
	Organization and Management	Effectiveness and accountability of university organization; management and coordination of financial and human resources,

	academic standards and practice, as well as monitoring and evaluation.
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Each LTTU will produce a TEIDI baseline, which will both allow it to make commitments for future improvements and a roadmap based on observed strengths and weaknesses.

TEIDI will need to be tailored to realities of Vietnam and in alignment with its national higher education regulatory framework. In Vietnam, for instance:

- The quality of and access to student achievement is high compared to countries at similar levels of development, as evidenced by Vietnam’s PISA scores.
- Teachers in Vietnam benefit from an above average quantity of continuous professional development and have higher levels of performance. For example, teachers receive approximately 120 hours of continuous professional development per year and there is practically no teacher absenteeism.
- Demand for new teachers is low. Vietnam’s demographic dividend and high level of enrollment has significantly diminished the need for new recruits at primary and lower secondary levels.
- ETEP focuses only on select teacher training universities that function at a national level.

### **Performance Agreement between MOET and LTTUs**

The Performance Agreement (PA) is a contract signed between the LTTUs and MOET where the universities commit to particular results in order to receive the necessary resources to achieve these outcomes. Each LTTU will have a separate PA with MOET because they will require different amount and types of resources<sup>7</sup> to develop their institutional capacity and hence produce respected PA. However, all the PAs will have to be based on a shared template prepared by the Consultant. The results of TEIDI baseline scores are expected to be a major input for the elaboration of TEIDI.

### **2. Description of service:**

The Consultant will help the World Bank task team, the MOET, and the LTTUs: (i) develop the Teacher Education Institutional Development Index; (ii) define how to apply TEIDI for the development of LTTU TEIDI baselines and track progress towards related DLIs; (iii) establish the process and templates for the preparation of Performance Agreements between MOET and LTTUs; and (iv) assist selected LTTUs<sup>8</sup> and the MOET establish Program Agreements and create instruments for tracking implementation.

### **3. Scope of Service:**

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<sup>7</sup> Resources needed by LTTUs for institutional capacity development will be identified on the basis of TEIDI baseline assessment. Therefore, TEIDI baseline assessment will be of great importance to the preparation of Performance Agreements between the MOET and LTTUs.

<sup>8</sup> The MOET will select two or three LTTUs where the TEIDI will be first applied and Performance Agreements will be established. These were serve as models for the other LTTUs.

The Consultant will be responsible for following specific tasks:

### **The Teacher Education Institution Development Index:**

- Establish the ETEP TEIDI in coordination with the MOET and LTTUs.
- Develop instruments, templates and procedures needed for the application of TEIDI and reporting of progress and results.
- Define the specific processes and conditions necessary to meet DLIs associated with TEIDI.
- Engage with LTTUs in the process of TEIDI development to ensure that LTTUs are well-informed and consulted.
- Train key stakeholders on how to apply and use the results of TEIDI.
- Assist selected LTTUs establish their TEIDI baseline and targets.

### **Performance Agreements**

- Develop the outlines for and formats of Performance Agreements between the MOET and LTTUs.
- Establish the process, instruments, templates, and procedures for the preparation and approval of Performance Agreements.
- Ensure that the LTTU Program Agreements can incorporate both the results of TEIDI assessments and the activities necessary for meeting DLIs.
- Define the specific processes and conditions necessary to meet DLIs associated with Program Agreements.
- Engage closely with LTTUs in the process of the development of the overall instruments and process for establishing and tracking the implementation of Program Agreements.
- Develop the instruments necessary so that the Independent Agency can verify that Program Agreements meet the agreed conditions for meeting relevant DLIs.
- Train key stakeholders on how to establish and use Performance Agreements.
- Assist selected LTTUs establish their Performance Agreements.
- Work closely with MOET and LTTU staff and consultants assigned to work on ETEP with regards to Program Agreements.
- Other relevant tasks as requested by the Task Team Leader (TTL).

### **4. Working conditions and consultant's reporting:**

The Consultant will consult with and report regularly to the World Bank TTL on the assignment progress. The World Bank office in Vietnam will provide the Consultant with working space, information and facilities including access to desktops, printers and photocopiers, and internet connection. MOET will provide the Consultant with access to workspace to ensure regular interaction with the government team responsible for overseeing the implementation of ETEP.

### **5. Deliverables:**

- A work plan for the Consultant's actions. This will be agreed to at the beginning of the consultancy, reviewed with the TTL on a bi-weekly basis and revised as needed.

- Monthly written reports submitted to the TTL on the progress of establishing the TEIDI and the Performance Agreements.
- An operational manual for TEIDI, which includes, inter alia, detailed description of TEIDI, tools and guidelines on how to conduct TEIDI assessment/survey; development of TEIDI targets and milestones, and how to use TEIDI results. This operations manual would have as target beneficiaries: the LTTUs, the MOET, and the World Bank.
- Reports on workshops and trainings held for key stakeholders on how to use TEIDI and conduct a TEIDI assessment/survey.
- An operational manual for preparing, applying and tracking Performance Agreements, which includes, inter alia, detailed description of PAs, tools and guidelines on how to draft a PA; and procedures for the approval of PAs. This operations manual would have as target beneficiaries: the LTTUs, the MOET, and the World Bank.
- Reports and other products as agreed with the World Bank Task Team Leader.

## **6. Working schedule:**

- 45 days over a period of 5 months.
- 1-2 visits to Vietnam (each approximately 2 weeks) over the period of the consultancy.
- Consultancy expected to start in late September/early October 2016.

## **7. Requirements for consultant:**

- At least ten years of relevant experience.
- Knowledge and international experience on capacity development and quality assurance of higher education institutions.
- Experience in capacity development and quality assurance for TEIs in developing countries sharing similar educational context with Vietnam.
- A graduate degree in education studies or other relevant fields.
- Educational research experience.
- Proven problem analysis and solving skills.
- Strong interpersonal and team working skills.
- Excellent data analysis and report writing skills.
- Good computer skills.
- Good command of English.

Please send expression of interest to:

Michel Welmond ([mwelmond@worldbank.org](mailto:mwelmond@worldbank.org)), with copy to Dung Kieu Vu ([dvo@worldbank.org](mailto:dvo@worldbank.org)) and Nguyet Minh Nguyen ([nnguyen1@worldbank.org](mailto:nnguyen1@worldbank.org))

Expression of Interest should include CV, cover letter, and a proposal of approach and work program for conducting the Consultancy. Please send EOI by August 31, 2016.