

English Connects, Sub-Saharan Africa

Request for Applications

**English Connects: Djibouti ESP Textbook Writer
Training Consultant**

24 November 2020

English Connects: Djibouti ESP Textbook Writer Training Consultant

Part 1: Opportunity Advertisement

The British Council in Sub-Saharan Africa is seeking a remote Vocational Textbook Writer Training Consultant to support Strand 3 of the English Connects programme by preparing and delivering high quality online training and mentoring in writing textbooks for English for Specific Purposes (ESP), focusing on the subject of English for transport and logistics, to support the Ministry of Education and Professional Training in Djibouti to upskill its textbook writing team.

About English Connects

Jointly funded by the FCDO and British Council and managed by the British Council, English Connects is a programme to connect African youth and the future generation of leaders with the UK through English. It aims to improve the quality of English language teaching and learning, particularly in French and Portuguese speaking countries in Sub-Saharan Africa where the British Council is unrepresented, thus creating opportunities to enable young people to increase their potential to study and improve their employability and networks.

Working with governments, the private sector, future leaders, educators and learners in formal and non-formal education, the programme aims to reach and impact a wide audience through face to face interaction, media and digital channels.

The programme connects UK ELT providers, institutions, media and educational technology agencies with targeted countries, showcasing UK expertise, creativity and innovation in education, aiming to build trust and new partnerships.

Programme activities focus on three main strands:

- Access to broadcast, digital and on and off-line English resources for young people
- Professional development for teachers along with strengthening of their communities of practice
- Engagement with ministries of education and others on English language provision

English Connects is now active in twelve countries, nine of which are unrepresented (meaning that the British Council does not have a physical presence in these countries): Angola, Benin, Cameroon, Congo DRC, Djibouti, Gabon, Guinea (Conakry), Ivory Coast (Cote d'Ivoire), Mali, Mozambique, Niger and Senegal.

Background context

In Djibouti, English is currently being taught as a foreign language from the first year of secondary school but is gradually being introduced from the first year of primary school as a new educational reform after a pilot with materials from Jolly Phonics. Djibouti has decided to

prioritise English skills in the education system and the President has personally declared English as a priority for Djibouti, with the vision for every school leaver to be trilingual in French, Arabic and English. Currently, attainment levels among graduating students are poor, which reduces their employment prospects in the Djiboutian jobs market due to English being used by international investors and in military bases.

The Ministry of Education and Professional Training working with CRIPEN, the agency in charge of developing curriculum, teacher training and CPD, materials, textbooks, educational TV and radio and guidance for Technical and Vocational Education and Training (TVET), has been working on a number of reforms and projects including:

- Reforms which will bring the curriculum into alignment with assessment for the first time.
- New textbooks for secondary education written by a local team of textbook writers who are now working on textbooks for the gradual introduction of English into primary education. They have also written several textbooks for refugee education.
- Secondary curriculum reforms that encourage students to specialise and are expected to result in an increase in TVET enrolment.
- TVET curriculum reforms incorporating English for Specific Purposes (ESP) to encourage an increase in English skills needed for employment in international companies.

The reality on the ground remains that English teachers lack training, support and resources, especially in rural areas with very challenging conditions. Learners have poor attainment and motivation in speaking English.

Support so far

A scoping visit to Djibouti in May 2019 included a meeting with the Minister and Secretary General of the Ministry of Education and Professional Training (MENFOP), in which it was stated that the Ministry was interested in a consultancy on the role of the teaching and learning of English in Vocational Educational. A consultancy was commissioned by the English Connects programme with the following objectives:

- To provide sound, evidence-based advice on a proposed reform to English language learning and teaching in Djibouti's vocational schools.
- To provide a comprehensive analysis of features of the current situation in which the current reform to English in vocational education is being proposed.
- To work closely with the British Council and the Ministry of Education and Professional Training in making recommendations to the government of Djibouti by reviewing the current English curriculum taught at vocational and technical high schools, analysing current expertise in the system for teaching English at vocational level (TVET), syllabus, materials, pedagogy, assessment, integrating ICT and making recommendations.

MENFOP has stated that vocational English is now a priority for English language training in Djibouti, and the key focus of the development of English language teaching in primary and secondary education is now shifting to address the focus on the role of English in vocational education.

The consultants found that there have been some difficulties in the organisation and delivery of job-specific English in vocational and professional schools, leading to low levels of English proficiency upon graduation. This means that it is difficult for graduating students to gain employment, permanent contracts or promotions in the international companies that are expanding in Djibouti's economy. In some situations, international companies recruit migrants from English-speaking countries such as Kenya or South Africa, as the applicants from Djibouti do not have sufficient English for the job.

The consultants found that there *'there are significant systemic challenges and problems in the design and delivery of English teaching, and significant problems in bringing students to a useful and work-oriented level of proficiency in English by the time they leave school and enter the workplace.'*

'The teachers of English, though uniformly dedicated and committed, have concerns such as the low number of teaching hours per week, the lack of a sufficiently detailed curriculum and teaching materials, and lack of pre-service training specific to the context of vocational schools.'

(Highdale Consulting February 2020)

MENFOP is now looking at systemic reform in the teaching of vocational English in Djibouti and is currently focusing on curriculum reform and the lack of materials that teachers have access to. Since Djibouti is a major international port, there is an immediate need for ESP materials in the teaching of English for transport and logistics.

Next phase of engagement and support

In Phase 3 (November 2020 to March 2021), English Connects plans to further support MENFOP in its aim to produce ESP materials for vocational English. As an outcome of the development of an ESP curriculum, MENFOP, working with CRIPEN, is aiming to produce a textbook on English for transport and logistics.

They have formed a team of 7 writers who are teachers in vocational schools and pedagogical advisors as well as two validators from CRIPEN and the ELT inspector for quality control. They are committed to taking time away from their job to attend a two-week training session on effective textbook writing for ESP.

After the two-week training workshop, in which a plan will be agreed, they will submit materials on a weekly basis for feedback from the consultant, validators and the supervisor. The materials will then be designed by CRIPEN.

The Ministry has requested training and access to UK expertise for its ESP textbook writing team, so that they can upskill and be better prepared and motivated to continue writing the new ESP textbooks.

Part 2: Terms of Reference

Objective of Consultancy

The British Council Sub-Saharan Africa is seeking a consultant with proven experience in ESP textbook writing who will be able to support the Djiboutian textbook writing team via a 2-week training course, set and achieve agreed objectives with the Ministry, and provide regular feedback on the process of writing and written materials between 14 December 2020 and the end of March 2021. The training will be delivered remotely to the writing group (via Zoom), who will come together in one of the Ministry's training rooms.

Main Duties

- Review the ESP curriculum for vocational English and the consultancy report on vocational English as background reading.
- Liaise closely with the Ministry and the British Council to agree on an ESP textbook writing skills training and support programme, to run from December 2020 to March 2021
- Plan and deliver a 2-week remote training session (by Zoom) on materials writing for ESP, focusing on transport and logistics, for the Djiboutian team at an agreed time. The participants will join from a training room in the Ministry's training centre. Agree a plan for writing materials after the training session.
- Formally review and feedback on materials written for the new textbook after the training session, encouraging the team to put what they have learnt into practice to make demonstrable progress with the textbook writing. (Note that the British Council is not expecting the textbook to be completed within the timeframe of this agreement.)
- Provide regular remote mentoring where required by WhatsApp or a similar digital platform.
- Complete related administrative asks to specified standards.
- Contribute to the development of lasting, mutually beneficial relationships by building and maintaining a positive relationship with the Ministry of Education and the textbook writing team, thus supporting the wider aims of the British Council and its cultural relations mission.
- Complete a summary report to capture all activity delivered and results achieved during the consultancy, including a set of recommendations as to the next steps to be taken by the Ministry of Education and Professional Training in completing the textbook. The recommendations should refer to those made in last year's consultancy report and should seek to take the conversation forward in a supportive, positive and practical manner.
- Carry out monitoring and evaluation (M&E) tasks as required, in time to feed into the overall programme M&E to be finalised by 15 March 2021.

Outcomes

Through this consultancy, English Connects aims to achieve the following outcomes:

- Positive feedback from the Djiboutian Ministry of Education and Professional Training on the quality of the consultancy engagement and support given.
- Clear feedback on what has already been produced in draft form, enabling the writing team to improve work already done utilising examples of good practice and clear quality standards that they can refer to going forward.
- Positive feedback from the Djiboutian textbook writing team, stating they feel better prepared - having the knowledge and tools - and more confident to continue working independently to write the ESP textbooks for TVET.
- Progress to have been made in the writing of the textbooks during the period of the consultancy.

Timeframe and duration of the consultancy

60 days' work between 14 December 2020 and 31 March 2021. Flexibility will be required, as hours may vary from week to week. An approximate breakdown may be as follows:

Activity	Days
<ul style="list-style-type: none"> • Review existing ESP curriculum as well as the curriculum for Secondary English and the consultancy report as background reading for preparation of the training and mentoring support programme • Liaise closely with the Ministry and the British Council to agree on and prepare the textbook-writing skills training and support programme, to run from December 2020 to March 2021 	5
<ul style="list-style-type: none"> • Plan and deliver remotely a 2-week, 60-hour training programme on writing textbooks for ESP focusing on transport logistics at an agreed date for the ESP textbook writing team 	20
<ul style="list-style-type: none"> • Formally review and feed back on materials written for the new textbooks weekly, encouraging the team to put the theory directly into practice and make demonstrable progress with the textbook writing • Provide regular remote mentoring and feedback where required by WhatsApp or a similar digital platform • Complete related administrative asks to specified standards 	30
<ul style="list-style-type: none"> • Complete a summary report to capture all activity delivered and results achieved during the consultancy, including a set of recommendations as to the next steps to be taken by the Ministry of Education. The recommendations should refer to those made in last year's consultancy report and should seek to take the conversation forward in a supportive, positive and practical manner • Carry out monitoring and evaluation (M&E) tasks as required, in time to feed into the overall programme M&E to be finalised by 15 March 2021 	5
Total number of days	60

Location: Remote working from home country (applicant must have access to strong, reliable internet connection and relevant computer hardware)

Qualifications and experience required

Essential:

- English at C2 level CEFR
- University/undergraduate degree
- Recognised certificate in EFL i.e. Cambridge CELTA / Trinity CertTESOL
- Recognised Diploma in EFL i.e. Cambridge DELTA / Trinity DipTESOL
- 5 years' teaching experience (Adults and TVET), including 2 years' minimum post diploma level teaching qualification
- 6 months experience of remote teacher/trainer training
- 2 years' experience in materials writing for ESP textbooks and materials

Desirable

- 2 years' experience in materials writing for ESP textbooks in the state education sector in a developing context with large classes and low resources
- Experience of training textbook writers
- French at A2 level CEFR
- Proven ability to contribute to a remote training and mentoring programme
- Experience of working in Sub-Saharan Africa

Application process and deadline

Please submit the following to Subsahara.Procurement@britishcouncil.org

with the email subject line: **English Connects: Djibouti ESP Textbook Writer Training Consultant**

- Completed Consultant Response (Annex 1, attached)
- CV and covering letter
- 2 clear examples of English language materials you have produced, preferably for ESP
- Email plus attachments must not exceed 10MB

Submission deadline: **Wednesday 9 December 2020 (23:59 UK time)**

Selection will take place on 10 December 2020

Contracting requirements

The British Council’s contracting approach in respect of the required services is set out at Annex 2 (Terms and Conditions of Contract) (“Contract”). By submitting a consultant response, you are agreeing to be bound by the terms of this request for applications and the Contract without further negotiation or amendment.

Before finalising the contract, the selected consultant writer will be required to supply all required documents for due diligence, such as references, police clearance and academic certificates.

Intellectual Property

The British Council will own the intellectual property rights and the license to use. See Annex 2 (Terms and Conditions of Contract) for full details.

Part 3: Consultant Response Guide

The Consultant Response (Annex 1, attached) will be evaluated according to the below criteria:

Criteria	Weighting	To be assessed
Experience	50%	Application and samples of previous work
Approach	25%	Application
Commercial (daily rate)	25%	Application

Points	Evaluation Methodology
15	A detailed response that directly responds to the requirement with no ambiguity and relevant examples provided
10	A less detailed response that broadly responds to the requirement with some ambiguity and no/irrelevant examples provided
5	A response that is not entirely relevant to the requirement, with ambiguity and lacking specific detail
0	No response or a response that is entirely irrelevant

Part 4: Conditions

You are responsible for obtaining all information necessary for preparation of the application and for all costs and expenses incurred in its preparation.

By issuing this Terms of Reference or by having any other form of communication with potential consultants, the British Council is not bound in any way to enter into any contractual or other arrangement with you or any other potential consultant. It is intended that the remainder of this procurement process will take place in accordance with the provisions of this Terms of Reference but the British Council reserves the right to terminate, amend or vary (to include, without limitation, in relation to any timescales or deadlines) this procurement process by notice to all potential consultants in writing. The British will have no liability for any losses, costs or expenses caused to you as a result of such termination, amendment or variation.

Information that is supplied to potential consultants in this request for applications is supplied in good faith. The information contained in the Terms of Reference and the supporting documents and in any related written or oral communication is believed to be correct at the time of issue but the British Council will not accept any liability for its accuracy, adequacy or completeness and no warranty is given as such.

At any time prior to the submission deadline, the British Council may amend the Terms of Reference. Any such amendment shall be issued to all potential consultants, and if appropriate to ensure potential consultants have reasonable time in which to take such amendment into account, the submission deadline shall, at the discretion of the British Council, be extended.

Your application is submitted on the basis that you consent to the British Council carrying out all necessary actions to verify the information that you have provided.