

Government of the Peoples Republic of Bangladesh
Secondary Education Quality and Access Enhancement Project (SEQAEP)
 Directorate of Secondary and Higher Education
 Bangladesh, Dhaka.

Memo No-SEQAEP/Core-Trainer/18/08/

Date: 2 June 2009

Walk in interview English and Mathematics Core-Trainer

Secondary Education Quality and Access Enhancement Project (SEQAEP) is going to appoint 10-15 Core-Trainer(s) for English & Mathematics each on contractual basis under the Project. Qualifications, experience(s) and others requirement of the applicants are as follows.

Title	Minimum Qualifications	Experience	Duration
Core-Trainer (s) for English Language	i) A degree in English; and ii) B.Ed./M.Ed./Dip-in-Ed/ELT/TESL/BELT/TEFL/TESOL	The candidate's expected to have: i) At least five years of teaching/training experience in secondary level institutions/trainers training institutions/trainers education institutions especially in English Language. ii) Experience in developing materials (training materials/instructions/modules/text books etc. for EL.) iii) Experience in classroom observation, monitoring & evaluation iv) In depth knowledge of the secondary school curriculum and text books, including recent developments such as School-Based Assessment (SBA) & School Performance Based Management (SPBM) as well as creative/structured questions v) Word processing	person month (pm) : 4-6 pm in FY 2008-09 : 2.5-4 pm in FY 2009-10 : 2.5-4 pm in FY 2010-11 : 2-3 pm in FY 2011-12
Core-Trainer(s) for Mathematics	i) A degree in Mathematics; and ii) B.Ed./M.Ed./Dip-in-Ed.	The candidates expected to have: i) At least five years of teaching/training experience in secondary level institutions/trainers training institutions/trainers education institutions especially in Mathematics. ii) Experience in developing materials (training materials/instructions/modules/text books etc. for Mathematics.) iii) Experience in classroom observation, monitoring & evaluation iv) In depth knowledge of the secondary school curriculum and text books, including recent developments such as School-Based Assessment (SBA) & School Performance Based Management (SPBM) as well as creative/structured questions v) Word processing	

Date and time of interview:-

Mathematics : 11 June 2009, Time: 2 Pm

English : 14 June 2009, Time: 2 PM

Place : Office of the Project Director, SEQAEP.

Interested eligible applicants are requested to collect the application form and ToR by paying Tk. 100/- from the office of the Project Director, SEQAEP (Shikkha Bhaban, Block-02, 2nd floor, Room no-15, contact no 9555125) during office hours or can be downloaded from the website (www.dshe.gov.bd) before attending the interview. The candidates who will download the ToR and application form from the given website must pay tk.100/- on the day of their interview. During interview applicants are requested to bring relevant documents, attested copies of certificates and two recent passport size photographs. No TA/DA will be admissible for attending the interview

N.B: The persons applied before need not apply.

Md. Sirazul Islam
 Joint Secretary
 Project Director
 SEQAEP, Dhaka
 Email: seqaep@bdcom.net

Secondary Education Quality and Access Enhancement Project (SEQAEP)

Directorate of Secondary and Higher Education
Bangladesh, Dhaka.

Terms of References (TORs) for English Language Core-Trainers

Background

English Language has been identified as one of the weakest subject areas at secondary school level, based on school examinations and SSC results. GOB has started addressing the matter through undertaking many development projects with the assistance of donor agencies. The IDA-supported Secondary Education Quality and Access Enhancement Project (SEQAEP) is a donor-financed project in 121 Project upazilas. The implementation of *Sub-component – 1.2: Support for English Language and Mathematics Learning and Teaching* will extend GOB efforts in these subject areas. Under this sub-component, the Project seeks to engage a team of Core Trainers in English Language to support Master Trainers who will be responsible for working directly with teachers in the field.

Objectives

The objective of the sub-component is to improve the performance of secondary school students in English Language and Mathematics with specific focus on:

1. Improving the understanding and basic skills of students studying in Classes VI-VIII in English Language and Mathematics through additional classes held out of school hours; and
2. Improving performance in the Bangladesh Secondary School Certificate (SSC) examination in English Language and Mathematics through provision of supplementary revision classes for Classes IX and X.

Scope of Work

Candidates will be appointed to work within the English Language team under the direction of a coordinator/national consultant with specific expertise in the subject area. The team will be assisted by an international consultant. All successful candidates will be engaged in the design and delivery of four clusters of activities – materials development, training, monitoring and reporting. The clusters of activities will be grouped under the following:

- Additional classes for students of Classes VI-VIII taken by their regular English teachers focused on improving their basic literacy skills and building their confidence in the English language
- Additional classes for students of Classes IX and X taken by their regular English teachers focused on achieving greater success in the SSC examinations in English

To ensure appropriate delivery, Core Trainers will be involved in the design and development of materials to support all related activities. They will also be responsible for the training of Master Trainers who will in turn provide training and support at cluster and classroom-level to the teachers teaching the additional classes in school. They will also be responsible for organizing sessions for Head Teachers and Assistant Head Teachers to orient them into the project and ensure their support for the core activities. In addition, Core Trainers will be engaged in monitoring the implementation of all training in English under the sub-component, providing all reports to the Project Director, SEQAEP.

Specific tasks to be performed

1. Analyze data from the needs assessment undertaken at the inception of the project and the existing secondary English curriculum/text books to agree course contents

2. ***Materials development*** – work as a team to develop materials and teaching approaches **with a focus on weaker students**:
 - a. Materials for students to use in the additional classes; course books for Class VI, VII and VIII and for Classes IX/X
 - b. Materials for teachers to support the delivery of the additional classes: a supplement to the student course book containing ideas for quizzes, games, puzzles, lesson planning, solutions to problems etc.
 - c. Materials for Master Trainers to use in teacher training courses
 - d. Materials for Master Trainers to use in the follow-on 1-day teacher training sessions to be held at Upazila level
 - e. Materials for Master Trainers to use in the Head Teacher/Assistant Head Teacher orientation course
 - f. Materials for Mobile Resource Training Team (MTRT) which will include a Classroom Observation Protocol.
3. *Training activities*: act as trainers for training the Master Trainers to deliver:
 - a. Teacher training courses for regular English Language teachers
 - b. Follow-on teacher training at Upazila level
 - c. Head Teacher/Assistant Head Teacher Orientation
 - d. Orientation and required training for members of the Mobile Resource Training Team (MTRT).
4. *Monitoring and evaluation tasks*: monitor and report back to the subject coordinator, national consultants on the implementation of:
 - a. Teacher training courses for regular English Language teachers
 - b. Follow-on teacher training at Upazila level
 - c. Head Teacher/Assistant Head Teacher Orientation
 - d. Classroom observations undertaken by the MTRT
5. Any other task related to Sub-component 1.2.

Reporting

The Core Trainers will report directly to the respective subject coordinator/national consultant on a day-to-day basis with overall reporting to the Project Director, through the Deputy Director, Quality, Secondary Education Quality and Access Enhancement Project, Ministry of Education.

Qualification & Experience

Qualification

The minimum qualifications for English Language Core Trainers are the following:

- (i) A degree in English; and
- (ii) B. Ed./M. Ed./Dip.in.Ed./ELT/TESL/BELT/TESL/TEFL

Experience

- The candidates will be expected to have:
 - (i) At least five years of teaching/training experience in secondary level institutions/teachers training institutions/teachers education institutions especially in English Language
 - (ii) Experience in developing materials (training guide/instructions/modules/text books etc for EL.)
 - (iii) Experience in classroom observation, monitoring & evaluation
 - (iv) In depth knowledge of the secondary school curriculum and text books, including recent developments such as School-Based Assessment (SBA) & School Performance Based Management (SPBM) as well as creative/structured questions
 - (v) computer operations and word processing

- The interested candidate should be in sound health (for field visits).

Terms of References (TORs) for Mathematics Core-Trainers

Background

Mathematics has been identified as one of the weakest subject at secondary school level, based on school examinations and SSC results. GOB has started addressing the matter through undertaking many development projects with the assistance of donor agencies. The IDA-supported Secondary Education Quality and Access Enhancement Project (SEQAEP) is a donor-financed project in 121 Project upazilas. The implementation of ***Sub-component – 1.2: Support for English Language and Mathematics Learning and Teaching*** will extend GOB efforts in these subject areas. Under this sub-component, the Project seeks to engage a team of Core Trainers in Mathematics to support Master Trainers who will be responsible for working directly with teachers in the field.

Objectives

The objective of the sub-component is to improve the performance of secondary school students in English Language and Mathematics with specific focus on:

3. Improving the understanding and basic skills of students studying in Classes VI-VIII in English Language and Mathematics through additional classes held out of school hours; and
4. Improving performance in the Bangladesh Secondary School Certificate (SSC) examination in English Language and Mathematics through provision of supplementary revision classes for Classes IX and X.

Scope of Work

Candidates will be appointed to work within the Mathematics team under the direction of a coordinator/national consultant with specific expertise in the subject area. The team will be assisted by an international consultant. All successful candidates will be engaged in the design and delivery of four clusters of activities – materials development, training, monitoring and reporting. The clusters of activities will be grouped under the following:

- Additional classes for students of Classes VI-VIII taken by their regular Mathematics teachers focused on improving their basic literacy skills and building their confidence in the Mathematics
- Additional classes for students of Classes IX and X taken by their regular Mathematics teachers focused on achieving greater success in the SSC examinations in Mathematics

To ensure appropriate delivery, Core Trainers will be involved in the design and development of materials to support all related activities. They will also be responsible for the training of Master Trainers who will in turn provide training and support at cluster and classroom-level to the teachers teaching the additional classes in school. They will also be responsible for organizing sessions for Head Teachers and Assistant Head Teachers to orient them into the project and ensure their support for the core activities. In addition, Core Trainers will be engaged in monitoring the implementation of all training in Mathematics under the sub-component, providing all reports to the Project Director, SEQAEP.

Specific tasks to be performed

6. Analyze data from the needs assessment undertaken at the inception of the project and the existing secondary Maths curriculum/text books to agree course contents

7. ***Materials development*** – work as a team to develop materials and teaching approaches **with a focus on weaker students**:
- a. Materials for students to use in the additional classes; course books for Class VI, VII and VIII and for Classes IX/X
 - b. Materials for teachers to support the delivery of the additional classes: a supplement to the student course book containing ideas for quizzes, games, puzzles, lesson planning, solutions to problems etc.
 - c. Materials for Master Trainers to use in teacher training courses
 - d. Materials for Master Trainers to use in the follow-on 1-day teacher training sessions to be held at Upazila level
 - e. Materials for Master Trainers to use in the Head Teacher/Assistant Head Teacher orientation course
 - f. Materials for Mobile Resource Training Team (MTRT) which will include a Classroom Observation Protocol.
8. *Training activities*: act as trainers for training the Master Trainers to deliver:
- a. Teacher training courses for regular Mathematics teachers
 - b. Follow-on teacher training at Upazila level
 - c. Head Teacher/Assistant Head Teacher Orientation
 - d. Orientation and required training for members of the Mobile Resource Training Team (MTRT).
9. *Monitoring and evaluation tasks*: monitor and report back to the subject coordinator, national consultants on the implementation of:
- a. Teacher training courses for regular Mathematics teachers
 - b. Follow-on teacher training at Upazila level
 - c. Head Teacher/Assistant Head Teacher Orientation
 - d. Classroom observations undertaken by the MTRT
10. Any other task related to Sub-component 1.2.

Reporting

The Core Trainers will report directly to the respective subject coordinator/national consultant on a day-to-day basis with overall reporting to the Project Director, through the Deputy Director, Quality, Secondary Education Quality and Access Enhancement Project, Ministry of Education.

Qualification & Experience

Qualification

The minimum qualifications for Mathematics Core Trainers are the following:

- (iii) A degree in Mathematics; and
- (iv) B. Ed./M. Ed./Dip.in.Ed.

Experience

- The candidates will be expected to have:
 - (vi) At least five years of teaching/training experience in secondary level institutions/teachers training institutions/teachers education institutions especially in Mathematics
 - (vii) Experience in developing materials (training guide/instructions/modules/text books etc for Mathematics)
 - (viii) Experience in classroom observation, monitoring & evaluation
 - (ix) In depth knowledge of the secondary school curriculum and text books, including recent developments such as School-Based Assessment (SBA) & School Performance Based Management (SPBM) as well as creative/structured questions
 - (x) computer operations and word processing

- The interested candidate should be in sound health (for field visits).

CURRICULUM VITAE (CV)

1. PROPOSED POSITION FOR THIS PROJECT :
2. NAME OF PERSON :
3. MAILING ADDRESS :
4. DATE OF BIRTH :
5. NATIONALITY :
6. MEMBERSHIP IN PROFESSIONAL SOCIETIES :
7. EDUCATION :
8. OTHER TRAINING :
9. LANGUAGES & DEGREE OF PROFICIENCY :
10. COUNTRIES OF WORK EXPERIENCE :
11. EMPLOYMENT RECORD : FROM.....TO.....
12. WORK UNDERTAKEN THAT BEST ILLUSTRATES YOUR CAPABILITY TO HANDLE THIS ASSIGNMENT:

CERTIFICATION:

I, the undersigned, certify that (i) I was not a former employee of the Client immediately before the submission of this proposal, and (ii) to the best of my knowledge and belief, this CV correctly describes myself, my qualifications, and my experience. I understand that any wilful misstatement described herein may lead to my disqualification or dismissal, if engaged.

Signature

Date of Signing