

MINISTRY OF EDUCATION YOUTH AFFAIRS AND SPORTS

GOVERNMENT OF MONTSERRAT

SOFT MARKET TEST

1 OBJECTIVE

The objective of this soft market test is to seek information from relevant regional educational institutions and agencies which may be in a position to offer competency-based leadership training to primary and secondary school heads and middle leaders. The test results will guide the Government in determining the best course of action to take. This is not a Request for Proposals (RFP) or solicitation for formal proposals. The information developed through this soft market test will be used to evaluate the market interest for school leadership training services for Montserrat. This soft market test does not constitute a commitment, implied or otherwise, that GoM will take action in this matter. GoM will not be responsible for any costs incurred in furnishing responsive information.

2 CONTEXT

2.1 Education researchers have identified leadership and management as the single most important factor to effect school improvement. It is on this basis that the management structures in public schools have been undergoing a process of strengthening coupled with professional development activities in recent times. Deputy Heads have been appointed in primary schools for the first time and subject and curriculum leaders/Department Heads are to be appointed shortly at the lone secondary school.

2.2 The Ministry is anxious to strengthen the leadership capacity at all public schools so that they can deliver the promise to the people of Montserrat as enshrined in the Education Development plan (EDP):

“Young people leaving the school system in Montserrat should reflect values in our society that promote personal development, equality of opportunity, economic wellbeing, just democracy, and a sustainable future. They will be:

- *successful learners who enjoy learning, make progress and achieve;*
- *able to apply their learning skills to the lifelong process of building their capability;*
- *confident individuals who are able to live safe, healthy and fulfilling lives;*
- *responsible citizens who can make a positive contribution to society at local, national and global levels.”*

2.3 Indeed the first element of the EDP is Leadership and management. It was given this prominence because it was recognized by all stakeholders that this was an area which needed urgent attention. The objective under this element is: *“Excellence for all students, achieved*

through effective education leadership and management at Ministry and school levels". It was recognized that student potential can best be maximized when there is determined and visionary leadership at school level.

- 2.4 It must be understood that the focus on leadership is a recent initiative. The focus on leadership in the past has been centred on the Head. The result has been a top-down management structure with little effort made at shared leadership and leadership capacity building at lower levels. The result has been a perpetuation of unsafe leadership practices and a leadership deficit when the Head becomes unavailable for work.
- 2.5 In 2015, the OERU (OECS Education Reform Unit) issued a consultancy to Dr Maurice Smith to develop a set of leadership standards for school leaders across the Organization of Eastern Caribbean States (OECS), of which Montserrat is a member. The senior education managers across the sub-region accepted the results of this consultancy and are implementing them in their individual territories taking into consideration the individual peculiarities in the respective territories.
- 2.6 The training to be offered will be within the framework of those standards.

3 PROFILE

- 3.1 At the lone secondary school there was a top down management structure with authority lodged in the Head of the school but who can count on the help of the deputy for assistance in lower level tasks. Most of the recent appointees have never been exposed to formal training that is by an accredited institution or informal in school or education management and leadership, although some have been through professional development activities.
- 3.2 There is almost 100% trained staff at the primary sector but that rate falls to about 40-50% at secondary.
- 3.3 Given the relative inexperience of the teachers at primary and the untrained rate at secondary, it becomes an even greater imperative that there is robust and visionary leadership at schools if they are to deliver on their vision.
- 3.4 Middle managers or curriculum leaders as envisioned at the lone secondary will be a new phenomenon. It is anticipated that senior persons who will be trained
- will set the standards for others to follow in the future;
 - will form a cadre of persons from which top school managers will be selected;
 - will take over day-to-day running of the schools, thus leaving the Head the space and time to be more strategic in outlook and in action.

4 DISCLAIMER

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5 RESPONSES

5.1 The Ministry of Education, Montserrat appreciates your time in responding to this soft market test and your responses will help us to determine the capacity within the market place to deliver the service within the context described above.

5.2 Responses should be sent to

The Director of Education
Government Headquarters
Brades
Montserrat
Email: francisg@gov.ms
Tel: 664 491 3209/2542/2541

5.3 Responses should also be copied to

Taraq Bashir
Head of Procurement
Ministry of Finance and Economic Management
Government Headquarters
Brades
Montserrat

BashirT@gov.ms

By March 10th, 2017

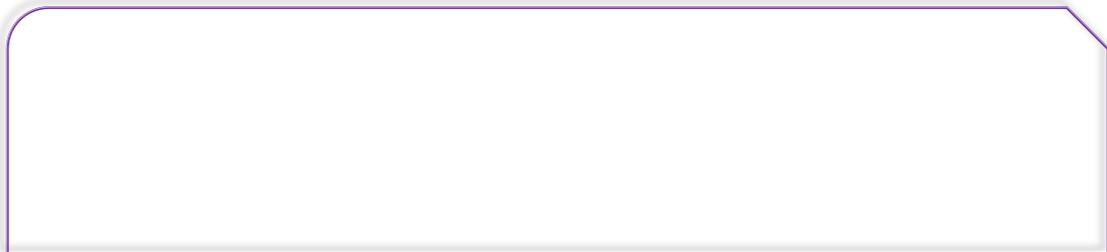
SOFT MARKET TEST QUESTIONS

Kindly complete your responses to each question and forward the test sheet to the address given above.

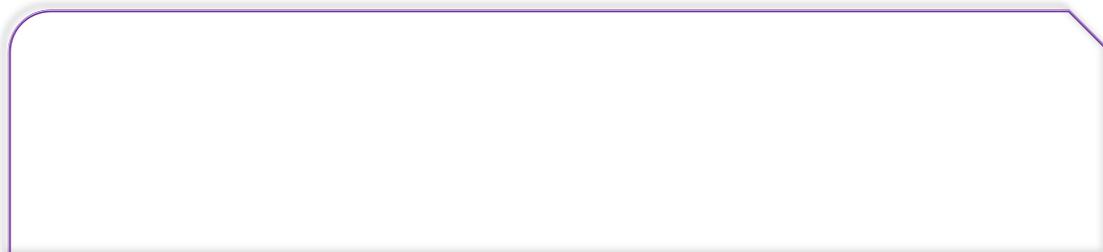
1) Which mode/s would you use to deliver the training?



2) What is the extent of your experience using these various modes?



3) Given that the trainees will be working full time, how will their day to day practice be factored into the training, in terms of course content and assessment?



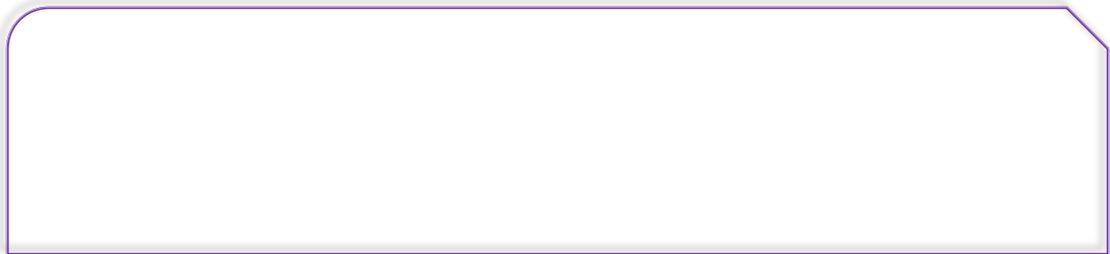
4) What is the duration of the program including assessment?



5) What part will ICT play in the program?



6) How would you provide research resources to support the trainees?



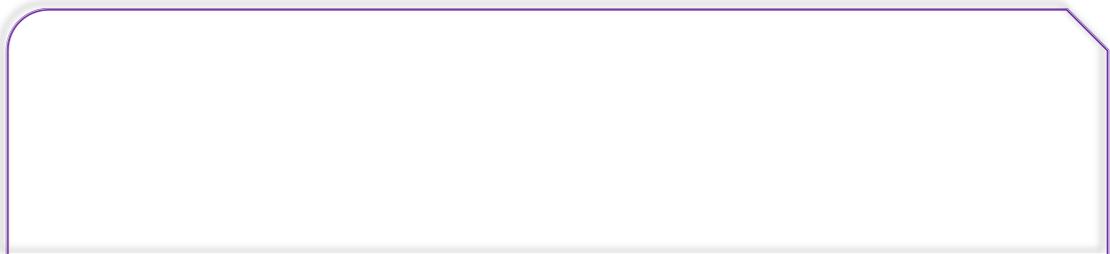
7) What equipment (hardware/software) would the students need to have in order to access this training?



8) How will you ensure that an instructive and useful mentor/mentee relationship is established?



9) What will be the approximate cost (per trainee) for delivering this program?



Thank you very much for your kind cooperation!!