

## TERMS OF REFERENCE FOR CONSULTANTS

1. The terms of reference for consulting services describe the main tasks under this technical assistance (TA) for the Secondary Education Sector Improvement Program (SESIP). The project requires a consulting firm who can take a comprehensive and evidence-informed approach to deliver impactful curriculum reform and teacher development/deployment approaches. The TA will require 126 person-months of international and 109 person-months of national consulting services under the firm.
2. The firm will be selected using quality- and cost-based selection method, with 90:10 quality-cost ratio and simplified technical proposals. The firm will be engaged under lump-sum and performance-based contract in accordance with the Asian Development Bank (ADB) Procurement Policy (2017, as amended from time to time).
3. Training, consultations, and workshops will be organized by ADB or by the consultants in accordance with ADB Procurement Policy (2017, as amended from time to time) as appropriate. The team will coordinate closely with the Ministry of Education (MOE), National Institute of Education (NIE), Department of Examinations (DOE), provincial education authorities (PEAs) and other key stakeholders during TA implementation.
4. The consulting firm will be responsible for the following work streams:
  - (i) **Curricula development:** supporting the NIE, MOE and the Department of Educational Publications to develop and implement new General Certificate of Education Ordinary Level ('O' Level) and General Certificate of Education Advanced Level ('A' Level) blended learning curricula for the following learning areas: science (physics, chemistry and biology); combined mathematics; technology (engineering technology, bio-systems technology and science for technology); and commerce and entrepreneurship education;
  - (ii) **Pedagogy:** develop and implement a program of activities which enhances the government's ability to train teachers in authentic learning, inquiry-based and interactive learning-teaching practices and blended learning approaches, and support national institutions to deliver training to target project schools;
  - (iii) **Teacher deployment:** support MOE and PEAs to improve deployment policy and practice through a comprehensive research study/assessment;
  - (iv) **Educational leadership:** design and implement capacity building programs to build capacity of educational leaders in school management, curriculum implementation, and formulation of school development plans;
  - (v) **Assessment:** support DOE to design and embed new performance tests, school-based assessment systems, and develop an institutionalized national assessment system; and
  - (vi) **University entrance:** support DOE to design and develop a scientific psychometric test to select students to state universities in addition to the updated 'A' Level examination in view of the government's major curriculum reforms.
5. Further information about each of these work streams is given below followed by guidance on staffing. The information given below regarding positions are indicative. Consultancy firms may wish to set out alternative staffing proposals in their bid, however, they will need to clearly indicate how the staffing proposal will achieve all outputs.

## **A. Curricula Development**

6. The firm has to actively support the implementation of the government's revised and updated 'O' and 'A' Level curricula for selected science, technology, engineering and mathematics (STEM), and commerce and entrepreneurship education subjects. The firm is expected to deliver the following outputs:

### **1. New curricula**

7. The firm will support the government to develop and roll out new curricula for 'O' and 'A' Level program target subjects for grades 10–13. In particular, they should:

- (i) assess current curricula and benchmark against curricula from other countries;
- (ii) design new curricula for 'O' and 'A' Level, with particular emphasis on active learning and 21st century skills;
- (iii) revise instructional materials for 'O' and 'A' Level programs in target subjects;
- (iv) roll out new curricula across all schools;
- (v) support target schools to make use of Innovation Labs and technology-enabled approaches to complement classroom-based teaching; and
- (vi) consider gender issues at all stages of planning, design and implementation.

## **B. Pedagogy**

8. The firm will support NIE to develop and implement a program of activities which enhances the government's ability to train teachers in authentic learning, inquiry-based and interactive learning-teaching practices, and draw on technology to deliver learning where appropriate. The firm will also need to support NIE to deliver training to target project schools. The firm is expected to deliver the following outputs:

### **1. Capacity and teacher training gap assessment**

9. The firm should prepare a comprehensive review of capacity and teacher training gaps. This should be informed by the following data sources:

- (i) a desk-based review of documents (including reports on the operations and delivery systems from the Education Sector Development Plan (2013–2017); the implementation plan related to SESIP; documents relating to STEM and Commerce Curriculum Reform, STEM Teacher Reform, and Commerce/Business Studies Teacher Reform); and the MOE's National Teacher Standards Framework;
- (ii) evidence about actual teacher practice, including results from CLASS teacher assessment;<sup>1</sup> and
- (iii) review of pre- and in-service teacher development plans, training programs, manuals, and training aids at the NIE, University Faculties of Education, National Colleges of Education, and teacher centers. The review should explicitly consider how well training provision supports teachers to encourage girls to participate and excel in STEM and commerce subjects.

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<sup>1</sup> The CLASS tool has been used to assess teaching practice of teachers in secondary schools. Data will be made available to consultants.

## **2. Capacity building program**

10. The firm should design and implement a comprehensive capacity building program based on the findings of the above gap assessment which will lead to improved teaching of STEM and commerce subjects. We expect the firm to:

- (i) set out how it has learnt from both the successes and failures of previous teacher professional development approaches, including (but not limited to) approaches to shift in pedagogical practices; teaching at the right level interventions; use of scripted lessons; blended/online learning; whole school training; remote mentoring; use of resource hubs; and maker-based education. They should then assess the likely local effectiveness of such modalities to develop the best capacity development system for teachers in Education Sector Development Plan II/SESIP;
- (ii) work with relevant national agencies both to develop and deliver the capacity building programs. We would expect part of the programs to focus on upskilling relevant members of staff from MOE, NIE, University Faculties of Education, National Colleges of Education and PEAs. The firm should consider whether blended learning approaches can be used as part of the upskilling efforts. The firm should ensure the program builds skills in remedial and catch-up learning and in tailoring teaching approaches to students' capabilities;
- (iii) particularly focus on ensuring that there are good systems in place within the Applied Resource Hubs (ARHs) to recruit, train and support teacher trainers, so that improvements in teacher training will be sustained in the longer term;
- (iv) work with staff in the NIE, ARHs, and other relevant stakeholders to develop and finalize training manuals and resource materials (including technology-enabled teaching materials where appropriate) for STEM and commerce pre- and in-service teacher development;
- (v) support and mentor ARHs to carry out training of teachers from selected project schools; and
- (vi) consider gender issues at all stages of planning, design and implementation.

## **C. Teacher Deployment**

11. The firm must develop and implement a program of activities to improve teacher deployment nationally. They are expected to deliver the following outputs:

### **1. Support effective school deployment**

12. The firm must support the PEAs ensure that core program target 'O' and 'A' Level subject teachers is as per MOE Circular on Determination of Teacher Cadre, by school. In particular, they must:

- (i) carry out a school-based teacher mapping for program supported schools; and
- (ii) develop and implement a strategy based on global evidence to support MOE and PEAs to review and enhance systems of monetary and non-monetary incentives to incentivize teachers to serve in schools in rural and disadvantaged areas as per MOE Circular on Determination of Teacher Cadre, by school.

## **D. Educational Leadership**

13. The firm must develop and implement a program of activities to improve educational leadership nationally. They are expected to deliver the following outputs:

## 1. Instructional leadership training

14. The firm must oversee the rollout of instructional leadership training. In particular, they must:

- (i) support the Faculty of Educational Leadership Development and Management, NIE and human resource development to develop instructional leadership training modules aligned with the new curriculum and teacher training in science, technology, mathematics and commerce (STMC) subjects;
- (ii) carry out training of trainers for Faculty of Educational Leadership Development and Management staff; and
- (iii) oversee the roll out of instructional leadership training to principals, assistant principals, deputy principals (in program schools); provincial/divisional/zonal education officers; and STMC directors.

## 2. School development grants

15. The firm must support the government to deliver grants to support schools' School Development Plans. In particular they must:

- (i) support the government to develop a system for application for grants and to define criteria for selection;
- (ii) support program-supported schools in developing and implementing school development plans that support improved learning outcomes in and take up of STMC; and
- (iii) consider gender issues at all stages of planning, design and implementation.

## E. Assessment

16. The firm must develop and implement a program of activities to assess and improve the assessment system for STEM and commerce subjects. The firm is expected to deliver the following outputs:

### 1. National Student Assessment Policy Framework

17. The development of the National Student Assessment Policy Framework, a national assessment of progress for students, and a School-Based Assessment (SBA) Framework and formative assessments will require the firm to:

- (i) train MOE, DOE, and NIE staff to develop new formative and summative ('O' and 'A' Level) assessments for secondary grades 10–13 in STMC;
- (ii) conduct multiple workshops for key internal and external stakeholders to explain why the three types of assessments are important, what is involved in each one, and how they can be coordinated and implemented;
- (iii) prepare a discussion paper and talking points to share with key stakeholders as part of the national media campaign about new assessments;
- (iv) carry out all work in collaboration with staff in MOE, DOE, and NIE who have expertise in assessment, pedagogy, and curriculum, so all three aspects can be integrated in new assessment policies and practices. The SBA will include examples of various formative assessments (i.e., different tasks and modalities) that can be implemented in secondary classrooms, along with scoring and reporting guidelines, so that the results are reported in meaningful and useful ways for stakeholders and minimize administrative work by teachers. To the extent

- possible, all three types of assessments should be designed, created, stored, administered, analyzed, and reported with computer-based software; and
- (v) develop a strategic road map and schedule to produce the National Student Assessment Policy Framework, national progress assessment, and SBA not later than mid-2021.

## **2. Capacity development on assessment**

18. The firm will be responsible for training a cadre of trainers and teachers about the new authentic, formative and summative assessments from 2023–2026. In particular, they will need to:

- (i) design the means, methods, and materials for training teachers and training of trainers to implement the new assessments;
- (ii) coordinate assessment design and training;
- (iii) develop formative SBAs in STMC as exemplars for teachers;
- (iv) develop performance assessment systems and instruments;
- (v) describe SBAs in print and online media for training purposes, including what they are, how to use them, why use them, and how to use and report the results, all with an overarching emphasis on practical value to enhance teaching and learning; and
- (vi) make use of the newly-trained trainers and the teaching hubs to deliver training to schools throughout the country.

## **3. New formative and summative assessments**

19. The firm will be responsible for supporting DOE to develop new summative and formative assessments for secondary grades 10–13 in STMC. In particular, they will:

- (i) work with staff in DOE to assess overall staff capacity for test design and construction, item development, psychometric analyses, reporting test results, computer-based assessments, and develop a strategic plan to address the gaps identified and provide training to DOE and NIE staff as needed;
- (ii) draw on expertise in psychometrics and test construction to train DOE staff to write innovative items, such as scenario-based assessments and interdisciplinary items, to revise items in current ‘O’ and ‘A’ Level exams that are labeled essay items into less restricted and more open-ended items requiring more analytical reasoning and expository writing;
- (iii) guide DOE staff to use these items as models to revise other items on ‘O’ and ‘A’ Level exams; and
- (iv) support government to roll out formative and summative assessments across the country.

## **4. Assessment research**

20. The firm will conduct research on ‘O’ and ‘A’ Level exams. In particular they will:

- (i) benchmark the difficulty of new ‘O’ and ‘A’ Level exams with previous ‘O’ and ‘A’ Level exams and with equivalent exams from at least three Asian countries;
- (ii) develop a process to assure that training is implemented appropriately and effectively, with fidelity of the assessment principles provided in continuing professional development training; and
- (iii) conduct these studies during 2023–2026.

**F. Indicative Consultant List**

21. To deliver the required outputs under this TA, we propose the following indicative consultant list.

### INDICATIVE CONSULTANT LIST

Number of positions	Title	National/ International	Time (person-months per position)	Key Responsibilities	Qualifications
1	Team leader	International	24	<ul style="list-style-type: none"> <li>• Take overall responsibility for delivery of the required outputs under this TA</li> <li>• Oversee pedagogy, teacher deployment and educational leadership work streams and ensure all outputs are delivered</li> <li>• Supervise work stream leaders for Curricula Development and Assessment work streams</li> <li>• Take responsibility for timely and accurate reporting to ADB</li> <li>• Lead on interactions with government and other key stakeholders</li> <li>• Ensure that gender is considered at all stages of planning and implementation</li> <li>• Perform any other tasks as may be reasonably requested by ADB or the government</li> </ul>	<ul style="list-style-type: none"> <li>• At least 10 years professional experience in teacher training and institutional development and previous experience overseeing significant education capacity building projects in a developing country context</li> <li>• Good understanding of pedagogy, curriculum, and gender issues in education</li> <li>• At least a master's degree in education development, organizational development, or related field</li> <li>• Knowledge and experience in developing teacher training modalities, including online learning, and working with universities and government departments</li> <li>• Knowledge of ADB and/or official development assistance TA administration procedures, and experience of implementing TAs would be an advantage</li> <li>• Experience in STEM subjects</li> <li>• Good organizational skills and ability to communicate well in English and superior team leadership skills</li> <li>• Regional or country experience would be an advantage</li> <li>• A good understanding of gender issues in education is required</li> </ul>
1	Program manager	National	35	<ul style="list-style-type: none"> <li>• Support the team leader to deliver the required outputs under this TA</li> <li>• Ensure logistical and administrative support to all TA activities</li> <li>• Conduct research and data gathering in support of the team leader</li> <li>• Organize events, meetings, and training</li> </ul>	<ul style="list-style-type: none"> <li>• At least a bachelor's degree, preferably in education, or management</li> <li>• At least 3 years of experience providing facilitator support or management support to capacity building activities</li> </ul>

Number of positions	Title	National/ International	Time (person-months per position)	Key Responsibilities	Qualifications
				<ul style="list-style-type: none"> <li>• Provide translation support to the TA team, as necessary, and in the translation of materials in Sinhalese and Tamil</li> <li>• Ensure that gender is considered at all stages of planning and implementation</li> <li>• Perform any other tasks as may be reasonably requested by the team leader</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent verbal and written communication skills in English as well as Sinhalese and/or Tamil</li> <li>• Excellent planning and interpersonal skills, and experience with working well in teams</li> <li>• Knowledge of ADB and/or official development assistance TA administration procedures, and experience of implementing TAs would be an advantage</li> <li>• A good understanding of gender issues in education is an advantage.</li> </ul>
2	Teacher training facilitator	International	12	<ul style="list-style-type: none"> <li>• Design and deliver effective training in learner-centered pedagogy, including use of technology-enabled learning</li> <li>• Work with subject education specialists to develop and deliver training in interactive activities to make science concepts more applied, inquiry-based, practical, and grounded in student experiences</li> <li>• Prepare reports and provide administrative support to TA activities</li> <li>• Assist the team leader in the oversight, coordination, and delivery of the TA outputs</li> <li>• Work with the assessment specialist to develop and deliver training in formative and summative assessment to relevant stakeholders and teacher trainers</li> <li>• Ensure that gender is considered at all stages of planning and implementation</li> <li>• Perform any other tasks as may be reasonably requested by the team leader</li> </ul>	<ul style="list-style-type: none"> <li>• At least 5 years professional experience in teacher training and institutional development</li> <li>• Significant hands-on experience delivering training to teachers and/or teacher trainers in learner-centered pedagogy</li> <li>• Good understanding of pedagogy, curriculum, and gender issues in education</li> <li>• Knowledge and experience in developing teacher training modalities, including online learning, and working with universities and government departments</li> <li>• Good organizational skills and ability to communicate well in English</li> <li>• Regional or country experience would be an advantage</li> </ul>
3	Teacher training facilitator	National	14	<ul style="list-style-type: none"> <li>• Act as resource persons to all training and workshops under the TA</li> <li>• Contribute to the preparation and completion of capacity and training needs assessment, training design and management, and human resource development plans</li> </ul>	<ul style="list-style-type: none"> <li>• At least 5 years of experience in teacher training at the secondary level, preferably in STEM or commerce subjects.</li> <li>• Experience delivering interactive and learner-centered training</li> </ul>

Number of positions	Title	National/ International	Time (person-months per position)	Key Responsibilities	Qualifications
				<ul style="list-style-type: none"> <li>• Provide logistical and administrative support during trainings/workshops</li> <li>• Prepare reports on TA progress and monitor TA activities, budget and workplan, in coordination with the team leader</li> <li>• Support the team leader in ensuring that gender concerns are incorporated in all TA activities</li> <li>• Provide translation support to the TA team, as necessary, and in the translation of materials in English, Sinhalese and Tamil as necessary</li> <li>• Coordinate and network with national education institutions to develop a roster of resource persons for SESIP and for the TA</li> <li>• Ensure that gender is considered at all stages of planning and implementation</li> <li>• Perform any other tasks as may be reasonably requested by the team leader</li> </ul>	<ul style="list-style-type: none"> <li>• Good organizational skills, ability to communicate well in English, as well as Sinhalese and/or Tamil</li> <li>• Excellent interpersonal skills to function as part of a team</li> <li>• A good understanding of gender issues in education is an advantage.</li> </ul>
1	Curriculum development and assessment specialist	International	18	<ul style="list-style-type: none"> <li>• Lead work streams A. Curriculum Development and E. Assessment</li> <li>• Manage a team of national and international consultants to ensure all outputs are delivered in a timely manner</li> <li>• Collaborate closely with the team leader and training facilitators</li> <li>• Support the government to develop the architecture for the NSAPF, the new national progress assessments, and the new SBA formative assessments</li> <li>• Ensure that gender is considered at all stages of planning and implementation</li> <li>• Perform any other tasks as may be reasonably requested by the team leader</li> </ul>	<ul style="list-style-type: none"> <li>• At least 8 years professional experience in teacher training and institutional development and previous experience working on education capacity building projects in a developing country context</li> <li>• Good understanding of pedagogy, curriculum, and gender issues in education</li> <li>• At least a master's degree in education development, organizational development, or related field</li> <li>• Knowledge and experience in developing teacher training modalities, including online learning, and working with universities and government departments</li> <li>• Knowledge of ADB and/or official development assistance TA</li> </ul>

Number of positions	Title	National/ International	Time (person-months per position)	Key Responsibilities	Qualifications
					<p>administration procedures, and experience of implementing TAs would be an advantage</p> <ul style="list-style-type: none"> <li>• Experience in STEM subjects would be an advantage</li> <li>• Good organizational skills and ability to communicate well in English and superior team leadership skills</li> <li>• Regional or country experience would be an advantage</li> </ul>
4	Subject education specialists (one each for science, mathematics, technology and commerce)	International	10	<ul style="list-style-type: none"> <li>• Provide detailed recommendations and technical inputs to MOE's development and implementation of a detailed work plan for achieving its curriculum reform, including the development of a curriculum framework and support for the development of new curricula</li> <li>• Provide technical inputs and other support to MOE's curriculum development teams/working groups to develop new curriculum materials (e.g., textbooks/learning modules, teacher guides, and other teaching and learning materials) to deliver the revised curricula</li> <li>• Provide detailed recommendations and technical inputs into development of new 'O' and 'A' Level exams</li> <li>• Advise training facilitators on the delivery of teacher training</li> <li>• Ensure that due emphasis is given to promoting equity across gender and ethnic groups within curricula</li> <li>• Ensure that gender is considered at all stages of planning and implementation</li> <li>• Perform any other tasks as may be reasonably requested by the team leader</li> </ul>	<ul style="list-style-type: none"> <li>• Expertise in curriculum development in one of the following subject areas: science (physics, chemistry and biology), mathematics, technology, or commerce</li> <li>• Expertise in the development of formative and summative assessment in relevant subject area</li> <li>• At least 5 years professional experience in education reform</li> <li>• Good understanding of pedagogy, curriculum, and gender issues in education</li> <li>• Experience in developing teacher guides and supporting teacher training would be an advantage</li> <li>• Experience as a classroom teacher would be an advantage</li> <li>• Good organizational skills and ability to communicate well in English and superior team leadership skills</li> <li>• Regional or country experience would be an advantage</li> </ul>
2	Curriculum and assessment specialist	National	16	<ul style="list-style-type: none"> <li>• Work with the subject education specialists to support the development of new curricula and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• At least 5 years professional experience in secondary education and assessment across various schools in Sri Lanka, with teacher</li> </ul>

Number of positions	Title	National/ International	Time (person-months per position)	Key Responsibilities	Qualifications
				<ul style="list-style-type: none"> <li>• Provide support in planning, meetings, preparing reports, and providing administrative support to TA activities, including logistical and administrative support during trainings/workshops.</li> <li>• Assist in producing the required reports</li> <li>• Provide translation support to the TA team, as necessary, and in the translation of materials in English, Sinhalese and Tamil as necessary</li> <li>• Coordinate and network with national education institutions</li> <li>• Participate in project meetings, workshops, planning, and review meetings</li> <li>• Support the team leader in undertaking communication as requested by MOE, NIE, and DOE</li> <li>• Ensure that gender is considered at all stages of planning and implementation</li> <li>• Perform any other tasks as may be reasonably requested by the team leader</li> </ul>	<p>training and policy development and a good understanding of the role of formative assessment for teaching and learning</p> <ul style="list-style-type: none"> <li>• At least 5 years classroom teaching experience</li> <li>• Experience in developing curricula and assessments for secondary subjects.</li> <li>• Knowledge of ADB and/or official development assistance TA administration procedures and experience of implementing TAs would be an advantage.</li> </ul>
1	Assessment specialist	International	20	<ul style="list-style-type: none"> <li>• Assess overall staff capacity for test design and construction, item development, psychometric analyses, reporting test results, computer-based assessments, and develop a strategic plan to address the gaps identified</li> <li>• Draw on expertise in psychometrics and test construction to advise training facilitators on approaches to train DOE staff to write innovative items, such as scenario-based assessments and interdisciplinary items, to revise items in current 'O' and 'A' Level exams that are labeled essay items into less restricted and more open-ended items requiring more analytical reasoning and expository writing</li> <li>• Advise curriculum and assessment specialists as required</li> </ul>	<ul style="list-style-type: none"> <li>• A recognized international expert in secondary assessment policies and practices</li> <li>• Experience in reviewing and reforming assessment policies and practice in developing countries</li> <li>• At least 8 years experience in education research, policy and practice</li> <li>• Regional or country experience would be an advantage</li> </ul>

Number of positions	Title	National/ International	Time (person-months per position)	Key Responsibilities	Qualifications
				<ul style="list-style-type: none"> <li>• Design prototype formative assessment approaches for each subject (in collaboration with curriculum and assessment specialists)</li> <li>• Design training approaches in formative assessment and advise training facilitators (international and national) in delivery of this training to teacher trainers</li> <li>• Benchmark new 'O' and 'A' Level exams with previous SL exams and with similar exams in at least three Asian countries</li> <li>• Ensure that gender is considered at all stages of planning and implementation</li> <li>• Perform any other tasks as may be reasonably requested by the team leader</li> </ul>	
<b>Total</b>	<b>International</b>	126			
	<b>National</b>	109			

'A' Level = General Certificate of Education Advanced Level, 'O' Level = General Certificate of Education Ordinary Level, ADB = Asian Development Bank, DOE = Department of Examinations, MOE = Ministry of Education, NIE = National Institute of Education, NSAPF = National Student Assessment Policy Framework, SBA = School-Based Assessment, SESIP = Secondary Education Sector Improvement Program, STEM = science, technology, engineering and mathematics, TA = technical assistance.

Source: Asian Development Bank.