

Call for expression of interest to participate in Sri Lanka’s education sector reform programme, TRANSFORM

Project Title: Employer Engagement in Higher Education

1. Background

British Council Sri Lanka has started implementation of a major education programme known as TRANSFORM in collaboration with the Government of Sri Lanka (GoSL). The general principles of the MoU commit to collaboration not just on teacher educator development but also on systemic reform.

The following framework has been developed to provide structure to the programme.

IMPACT				
<i>Access to learning opportunities provided by a fit for purpose and relevant education system, allows young people to contribute to the economic and social development of SL while achieving their potential and meeting their personal aspirations</i>				
OUTCOMES				
RESULTS AREA 1: PROFESSIONALISATION (Individual capacity building and institutional strengthening)	RESULTS AREA 2: QUALITY ASSURANCE (Systemic reform)	RESULTS AREA 3: TRANSITIONS	RESULTS AREA 4: RESEARCH, EVALUATION AND LEARNING	RESULTS AREA 5: STRATEGIC COMMUNICATIONS
Activity 1.1 Pedagogical approaches	Activity 2.1 Occupational standards for teachers	Activity 3.1 Careers guidance	Activity 4.1 Baseline research	Activities 5.1 Brand and identity; PR
Activity 1.2 Language competence	Activity 2.2 career progression pathways	Activity 3.2 Enterprise	Activity 4.2 M+E strategy	Activity 5.2 Advocacy
Activity 1.3 Core skills	Activity 2.3 CPD system	Activity 3.2 Skills development	Activity 4.3 Research, position papers, policy engagement, publications	Activity 5.3 Social marketing campaigns (KAB)



Activity 1.4 Leadership development	Activity 2.4 NQF	Activity 3.3 Skills/English for employability	Activity 4.4 Learning strategy/feedba ck loops	Activity 5.4 Key account management
Activity 1.5 Mentoring	Activity 2.5 Inspection			

The work on Results Area 1: Professionalization began in November 2017 under the Improving Teacher Education in Sri Lanka (iTESL) sub-project and in collaboration with the Ministry of Education. This will support the development of professional skills of teacher educators for English, in the first instance, moving to other subjects (maths, science and IT) as the project progresses. The delivery model follows a cascade approach: capacity building of a cadre of Master Trainers by British Council's international consultants, followed by roll out by Master Trainers to teacher educators in National Colleges of Education, supported by mentoring. The content will focus on pedagogy and the introduction into the curriculum of core skills.

Systemic reform is a core component of the TRANSFORM programme and is contained in the Memorandum of Understanding. While to date the programme has focused on the professionalization strand through starting implementation of a secondary teacher educator project, work is underway to draw attention back to the systemic components. The basic principles of our approach to systemic reform are:

- our engagement needs to be evidence based
- we use international benchmarking of good practice
- we utilize British Council expertise in developing standards and CPD frameworks for teachers
- we build on current and previous work carried out by or through development partners
- all interventions address GoSL priorities and align to policy.

As stated in the TRANSFORM framework, its overarching aim is to support young people get access to learning opportunities that will, as well as supporting their own goals, help them acquire the knowledge and skills that are necessary for them to have as they seek to enter the workplace. There is evidence that while some graduates find employment with relevant ease (such as in engineering and other STEM subjects), government statistics indicate that graduates of arts, humanities and social sciences (who are predominantly female) find it particularly challenging to secure work after graduation. Anecdotal evidence reveals that university curricula, particularly in non-STEM areas are not linked to industry opportunities or GOSL's ambition for economic growth. There is also anecdotal evidence that graduates may be lacking in practical expertise and other non-technical but employment critical skills. Finally, where industry-HE collaboration may occur in some spheres, it may not be exploited to the full and may be inconsistent across all areas of the curriculum.

2. Overall objective of project

To support state higher education institutes become labour market driven and industry relevant.



3. Specific Objectives:

- Support state higher education institutes in becoming industry relevant to facilitate the transition of young people from education to employment
- Foster higher education--industry collaboration ranging from, but not limited to, course offer, assessment, policy development etc.
- Support the Government's plans of enhancing standards and relevance of the state higher education system.

4. Primary audiences

- Ministry of Education and Higher Education of Sri Lanka
- Ministry of Skills Development of Sri Lanka
- University Grants Commission of Sri Lanka
- State higher education institutes
- Corporates

5. Scope of the project/Terms of Reference

The successful UK delivery partner will be expected to;

- Carry out a baseline research to review:
 - sample learning outcomes, curricula and assessment to see if they are relevant to employer needs
 - current practices of state higher education institutes in engaging with industry
- Set up a working group comprising of higher education, industry and other stakeholders to review current practices and explore collaborative options.
- Share expertise on how UK higher education institutes work with industry (for example, via higher education-industry symposium, UK exposure visit for stakeholders etc.)
- Provide final evaluation report

6. Timeframe for the project

December 2018 – March 2019

7. Guidelines for applicants

8.1 Selection criteria

Essential

- Expertise in and evidence of direct engagement with industry for mutual benefit and, on the part of the university, for both institutional and individual student benefit
- Possess sufficient capacity and expertise within the organisation to deliver the project

Desirable



- Demonstrate experience in international partnership work (preferably in South Asia)

8.2 Submitting your proposal

UK higher education institutes and bodies that meet the above requirements are requested to submit their proposals focussing on the Terms of Reference given above by **17.00 GMT** on **Thursday 20 December 2018**.

Proposals should be sent electronically to Nishika.Hassim@britishcouncil.org

8.3 Timings and communications

You will receive an email acknowledging receipt of your proposal within one week of it being received by the British Council project team.

You will be informed of the outcome of your proposal within three weeks of the application deadline.

8.4 Further information and clarifications

For any further information or clarifications please contact Nishika Hassim – Manager Higher Education and International Education Services at Nishika.Hassim@britishcouncil.org

