**Background**

The government of Sri Lanka has developed and finalized its master plan for education development 2020. This master plan has set eight objectives[[1]](#footnote-1) to be achieved by 2020. This plan mainly aims at education reforms at all level of education in Sri Lanka. The new education reform agenda gives more importance to education quality assurance and standards suggesting establishing an independent education inspection system for quality assurance and systemic reforms, which enhance the standards in the education systems in Sri Lanka.

In responding to these new developments in the education sector the British Council has foreseen wider opportunities for a meaningful collaboration with the government of Sri Lanka in sharing UK expertise, insights and best practices and reforming country’s education system.

In the light of this new development, British Council Sri Lanka English programmes is implementing its ELT in Education strand in partnership with the Ministry of Education. 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 relevant fields of education
* we build on current and previous work carried out by or through development partners
* all interventions address GoSL priorities and align to policy.

**Background information**

The Ministry of Education has identified a need for the following :

* improving students’ speaking and listening skills. To support this, we have developed a short training course for English teachers on teaching and testing listening speaking skills from Grade 6 up.
* increasing the proficiency level of secondary school English teachers from B1 to B2.
* introducing English at grade 1 and 2 level in terms of activity based oral English
* supporting the continuous professional development of the lecturers in the National Colleges of Education that produce English teachers

The British Council is currently working on these strands:

(1) *Teaching and Assessment of Listening and Speaking (ITALS)*

We have developed Improving Teaching and Assessment of Listening and Speaking (ITALS), a 6-day 36-hour course, delivered over 2 blocks of 3 days. The content is based on the government textbooks, the competency system in place in the Ministry of Education and makes use of Cambridge Assessment procedures and practices. The content has already been approved. Training materials have been developed for the course: (a) participant and trainer notes for the Developing Listening and Speaking skills (DLS) course component; and (b) participant and trainer notes for Assessing Listening and Speaking skills (ALS) course component. We are currently adapting this course for delivery on the Ministry of Education Moodle platform. Therefore, it will be possible to deliver the ITALS course face to face or online

(2) *English for Teaching 2*

Face-to-face delivery of the British Council product English for Teaching 2 (EfT2) was due to start in March 2020. However, this was changed to online delivery due to the Covid19 pandemic. We expect to deliver this online again to 8 batches of English teachers starting mid 2023 and one batch face to face in each province starting in October .

(3) *Primary English course*

To support the commencement of English in grades 1 and 2, a four day primary level course has been developed to increase primary teachers confidence in using English in the classroom and in delivering English activities. This is being rolled out islandwide

(4) *Pre-service teacher education*

Pre-pandemic we were working with 4 National Colleges of Education to integrate the ELT Methodology coursebook into their ELT curriculum. We had completed extensive training with the lecturers including commencing a Certificate of Practice to encourage a system of reflective observation and feedback. Our aim is to re-start this work.

(5) *Teacher Enhancement for Sabaragamuwa Province* (TESP)

This project delivers a mentoring skill and the TKT course to 700 teachers in the Sabaragamuwa Province. It also will initiate a system of observation and feedback, introduce Communities of Practice and set up a database for tracking teacher performance.

**Overall Objective of the Assignmen**t

The overall objective is twofold:

(1) to assist in the rollout of ITALS and EfT2 (either online or face to face);

(2) to assist in the rollout of the primary English course

(3) to assist in our work with the National Colleges of Education

(4) to assist with the delivery of the TESP project

The exact objectives will be determined at the time of the consultancy as the situation in the country will dictate what is and is not possible. The impact of the increasingly deteriorating economic situation with resulting lack of power and diesel are making implementation a challenge.

**Specific objectives of the assignment – these will vary according to the impact of the situation on the ground**

1. to co-deliver the DLS and ALS courses face to face or online to In-Service Advisors (ISAs) and Master Trainers (MTs)
2. to deliver the English for Teaching 2 course online / face to face to B1 teachers
3. to monitor and evaluation the delivery of the EfT 2 and ALS/ DLS courses islandwide
4. to deliver the primary teacher training courses
5. to re-start our work with he NCoEs.
6. to deliver TESP

**Scope**

At this point in time it is difficult to predict the ongoing impact of the economic situation on the timing of delivery and the mode (face-to-face or online). On an indicative basis, this consultancy is expected to take up to 3 months if delivered intensively (unlikely) or up to 6 months if delivered when the situation permits (more likely) and could be delivered by one trainer / 2 trainers / or a consultancy company depending on availability. The time period is between September 2023 to March 2024 subject to the situation in-country,

The indicative scope is below, and this will be confirmed at the beginning of the consultancy. The level of effort for the various technical inputs may vary depending on the context during the consultancy.

* Briefing by ELT projects Manager as to activities involved
* Co-delivery of ITALS ISA training
* Delivery of teacher training online / face to face for ITALS if necessary
* Monitoring and evaluating rollout of the teacher training face to face and online for ITALS and Eft2
* Assisting delivery of TESP, Primary teacher training and NCoE training
* Producing a final report on the consultancy

**Main Activities**

The consultant will carry out **some but not all** of the following activities as part of this consultancy.

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| --- | --- | --- |
| **Activity** | **Objective(s)** | **Estimated duration**  |
| 1. **Briefing**
 | work with British Council PM team to give background on materials, training context and decide scope of consultancy | 1 day |
| 1. **Professional inputs (tbc)**
 |  |  |
| Priority |  |  |
| 1. deliver co-training of ISAs on ITALS
 | consolidate the training the Master Trainers have already had on ITALS and work with them to co deliver an abbreviated version of the courses to the ISAs thus developing a cadre of provincial trainers for course delivery  | 5 days |
| 1. assist with the delivery of primary teacher train the trainer and teacher training
 | Deliver a train the trainer course and co-deliver a teacher training course | 10 days |
| 1. assist with the delivery of TESP
 | Deliver trainingSetup observation and feedback systemsCollaborate on COP | 10 days |
| 1. assist with the enhancement of the skills of the lecturers in the NCoEs
 | Map ELT Methodology course to the curriculumDeliver training according to needsSupport Certificate of Practice observations | 10 days |
| The inputs below are less of a priority: time will be redistributed if necessary |  |
| 1. Become familiar with IRIS connect equipment and platform
 | * Use it with NCoEs and TESP
 | 4 days |
| 1. Develop plan of use and make recommendations
 | * develop mini training session for ISAs and RESC trainers and monitor their use of it on TESP and at NCoEs
 | 3 days |
| 1. **Produce report** on the consultancy with recommendations
 | * supply a final version (pdf) of the consultancy report
 | 3 days |
| 4. **Produce case studies** on the individual projects | * Identify possible case studies from the different areas, research and write them and then supply a final version (pdf) of the case studies. This could also be in the format of videos or a mix of both media.
 | 4 days |
|  | total | 50 days |

**Deliverables**

The output of this assignment will be a variety of training delivery, a map of ELT Methodology to the ELT strand of the curriculum, a training session for IRIS Connects, a report with recommendations on its use, and a report on the consultancy with recommendations to be sent to the ELT Projects Manager.

**Deadlines of the assignment**

The expected time frame will be 50 days between September 2023 to march 2024

**Required qualifications and experience**

*Essential*

* qualification in relevant subject (ELT/Linguistics and / or Education and/or Teacher Education)
* experience of online and face to face English language teacher training and trainer training
* South Asian English language teacher education sector experience

*Desirable*

* Sri Lankan English language teacher education sector experience
* experience of working in countries with low digital literacy
* experience in the challenges relating to improving teacher education

**Apply**

Applications should include:

* covering letter tailored to the above requirements
* CV
* maximum one A4 page indicating the approach to this assignment
* consultancy fee

Send applications to sharon.martinesz@britishcouncil.org with the title *E:LT in Education* *Consultancy* by 7 October 2023

***Note****: we can only respond to successful applicants and only within 5 working days of the application deadline.*

1. Achieving SUSTAINABLE DEVELOPMENT GOALS (SDGs) 2.Making student learning relevant to their desirable future careers at micro level, and to national economic and social development at macro level 3. Developing student’s personality and values by providing balanced education 4. Providing quality education enriched with continually advancing new knowledge in multiple disciplines including science and technology, and access to learning resources 5. Improving quality of learning environments across the provinces, zones and towns while reducing disparities 6.Optimum utilization of state resources for education 7.Making education decisions closer to level of operations 8. Enlisting stakeholder participation in core educational functions

 [↑](#footnote-ref-1)