**TERMS OF REFERENCE: *Evaluating and Embedding Green Principles into TVET in Sri Lanka.***

1. **Background**

The green universal principals are agreed by governments around the world. All stakeholders are agreed to take urgent actions to save planet and reduce carbon emissions and to adopt sustainable economic practices. Due to impact of climate change the concept of sustainability is becoming the buzz word of the world in addressing the issues of declining of water resources, negative impacts on biodiversity, and ecological footprint.

All the scientist around the world now has a common acceptance of the impact of climate change as it is predicted that global temperature will increase from 2.5 to 10 degrees Fahrenheit, oceans becoming warmer by 0.6 degrees Fahrenheit, loosing ice cover, average sea level is increase by 8 inches, extreme weather and heat conditions and increase of acidity of sea by 30% due to high absorption of carbon dioxide are some most common facts about current climate impact.

While critical global situation remain, Sri Lanka is no exception to the impact of climate change. Sri Lanka is among the world’s 34 biodiversity hotspots. It is also among the 10 most countries affected by climate change. Extreme weather events including droughts and floods, intensify competition for resources, increased human activities threaten the survival of many species and fast disappearing natural habitats continue to lead to devastating consequences on its natural environment.

With these impacts of climate change it is important for businesses and education to adopt sustainable business delivery and education to develop right skills in supporting sustainability in business delivery. Sri Lankan government has identified this demand and are keen on benchmarking their current national standards in skills training and education.

The aspirations for economic growth are the most important concern for the government of Sri Lanka through protecting its natural richness. The post pandemic economic operation will look different and with the global agenda of the green economy and future customer needs and wants will adjusted with new way of thinking. Therefore, it is important for local industry and training to use this time as an opportunity to re-examine the current green practices and how they can align their existing standards and practices with global green principals to stay ahead of other competitors when business comes into reopening and contribute responsibly to reduce the global climate change while attracting more business and investments into the country.

**2. National Education reform and TRANSFORM**

The Government of Sri Lanka (GoSL) has prioritised education reform as a priority in delivering its national action plan for economic and social development. A separate State Ministry of Education Reforms has been established alongside two task forces, the Educational Task Force approved by the Cabinet and the Presidential Task Force.

The Ministry of Education Reforms and the Ministry of Education have worked with the task forces to identify nine key domains for the reform programme:

- Pre-school Education

- Administrative reforms

- Curriculum reforms

- Health First

- 1000+ National Schools

- Professional Development

- Bridging with Vocational Education

- Promotion of Distance Education

- Higher Education.

The reforms take an inter-related approach to include different levels and types of education in addition to secondary education: pre-school; vocational, higher; professional; non-state and affiliated; international and private schools; and Dhamma, Bhikku and Pirivena education.

In the national education reform agenda, 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 the country’s education system.

Within this context, GoSL currently working on its national education reform to design and deliver fit for purpose and relevant education for young people in Sri Lanka. This reform agenda gives more importance to education quality, reducing exam stress, providing equal opportunities and resources and systemic reforms, which enhance the standards in the education systems in Sri Lanka.

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British Council Sri Lanka is implementing of a major education programme, known as TRANSFORM, in collaboration with the Ministry of Education (under a Memorandum of Understanding), the University Grants Commission, the Tertiary and Vocational Education Commission and the National Education Commission (MoUs in progress).

***Programme aim:*** All young people benefit from learning opportunities provided by a fit-for-purpose and relevant education system that allows them to fulfil their potential, achieve their aspirations and contribute to Sri Lanka’s economic and social development and growth.

The programme works in three main results areas: Professionalisation; Quality Assurance; and Transitions from Education to Employment. Underpinned by a strong research, evaluation and learning component combined with strategic communications, the results areas focus on:

* Professionalisation, including pre- and in-service teacher education, leadership, learner centred HE classrooms, and other related areas
* Quality Assurance, including inspection frameworks, qualifications framework, professional standards, policy development
* Transitions from Education to Employment, including careers guidance, skills systems review and development, employer engagement.

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.

We are now focussing on new opportunities for collaboration with the Tertiary and Vocational Education Commission Commission to explore the potential of reviewing inclusion of the green economy in the provision of TVET to support student employability.

1. **Overall objective of the project**

To support state skills sector to adopt green standards and practices to become globally compliant and industry relevant through sharing UK insights, experience, and means to develop capacities of partners in embedding and practicing green principles in education and training.

1. **Specific Objectives:**
2. Carryout an analysis to gain oversight of current practices of embedding and implementing green principles into their curriculum and occupational standards. (Any sector- Construction, Manufacturing, Services, Visitor Economy, Professional services, Transport, etc)
3. Propose areas and strategies for improving the existing standards using green concepts and international best practice.
4. Support skills sector to stay industry relevant in facilitating the transition for young people from education to employment with specific knowledge on green principles
5. **Outputs/activities**

The successful UK partner must cover the following areas during this assignment.

1. Carryout a mapping exercise to understand the current green principles embedded in the skills curriculum and occupational standards in a selected sector or sectors (Number of sector/sectors can be discussed and agreed before starting the assignment) This may include,

* + Background and thematic insights
		- International benchmarking
		- Analysis of the current situation
		- Identify gaps in the existing standards and framework
		- Identify and prioritise important skills areas with Sri Lankan and global contexts
		- Roles and responsibilities of implementing partners
		- Employer and industry engagement
		- Insights for effective delivery
		- Propose recommendations and areas for future interventions

2. Propose areas for policy and strategic intervention to improve the provision (government, employers, industry, training)

3. Capacity Building

* + - Propose necessary actions with KPIs to strengthen the adoption of green principles into skills provision
		- Delivering an online capacity development session (2 hour/ Number of sessions can be agreed depending on the need) facilitated by a UK sector expert for local partners on the topics of adoption of green standards, UK policy, experience, economic and social impact, and insights.
		- Develop materials for online session/s
1. **Primary audiences**
2. Tertiary and Vocational Education Commission of Sri Lanka
3. Ministry of Skills Development of Sri Lanka
4. Tourism Sector Skills Council
5. Skills training providers

1. **Timeframe for the project**

The mapping exercise expected to be completed by 31 of December 2021 and other two areas by end of February 2022

1. **Guidelines for applicants**

Selection criteria:

**Essential**

We welcome applications from FE institutions, universities and/or individuals who has expertise and evidence of direct engagement with industry for mutual benefit and on the part of their professional work.

**Desirable**

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

1. **Submitting your proposal**

UK higher education institutes/ institutions and individuals that meet the above requirements are requested to submit their proposals focussing on the Terms of Reference given above, along with the proposed budget by 08 September 2021.

Please note that all costs need to be included in the budget provided, indicating unit costs and number of units.

 Proposals should be sent electronically to sajeewa.meepage@britishcouncil.org

1. **Timings and communications**

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

You will be informed of the outcome of your proposal within one week of the application deadline.

1. **Further information and clarifications**

Further support during the delivery of the assignment can be obtained from British Council team. British Council team will coordinate the activities with local stakeholders. Support on technical clarifications can be obtain from Louise Cowcher, Director Education and English, at British Council Sri Lanka. (Louise.cowcher@britishcouncil.org)

1. **Commissioning Officer:** Louise Cowcher, Director Education and English, British Council, Sri Lanka.

**Date:** 2021.08.19