

TERMS OF REFERENCE FOR CONSULTANTS

A. Consulting Firm for the TRTA (international)

1. The objective of this consultancy is to work with the Ministry of Education and Science (MOES) and through a well-coordinated participatory process will prepare all assessments, documents, and reports required for the project approval and implementation. A total of 37 person-months of consultant inputs comprising 17 person-months of international and 20 person-months of national expert inputs are needed. The consulting services will be recruited through a firm using quality and cost-based selection method at a ratio of 90:10 based on a full technical proposal. During the evaluation of individual team members, the firm's regular staff will be preferred over externally hired consultants. The consultants will be recruited in accordance with ADB Procurement Policy (October 2017) and Procurement Regulations for ADB Borrowers (October 2017).

International

2. **School curricula (STEM) Expert/Team Leader** (5 person-months). The expert should have (i) university degree in education or sciences, (ii) strong international experience in designing and reviewing school curricula, (iii) proven knowledge of the contemporary developments in school curricula, especially STEM, (iv) experience of minimum three similar IFI project preparatory assignments successfully completed in the past, (v) at least 15 years of progressive relevant project/team management experience, (vi) successful experience of implementing policy reform projects, (vii) good knowledge of the post-soviet region, (viii) excellent communication and interpersonal skills, and (ix) excellent spoken and written English. Good command of Russian is desirable. The key tasks include, but not limited to:

- (i) Coordinate the inputs of the entire consultant team, develop and manage the implementation of the work plan of the consulting firm team in the TRTA;
- (ii) Ensure that all documents under the consulting firm's contract in the TRTA are made available in both English and translated in requested language and submitted in a timely manner;
- (iii) Coordinate the preparation of all deliverables under the consulting firm's contract in the TRTA in formats satisfactory to ADB and the government;
- (iv) In cooperation with the Strengthening Education System Sector Development Program (SESSDP) project implementation unit (PIU), analyze the constraints and challenges encountered in implementing past and ongoing externally funded projects/programs in the education sector in the country and design remedial measures;
- (v) Review the curricula-related work conducted under SESSDP and curricula implementation since 2008;
- (vi) Analyze the horizontal and vertical consistency of subject curricula between levels and disciplines and make suggestions for improvements;
- (vii) Review the institutional setting for curricula design, approval, and implementation, and make suggestions for improvements;
- (viii) Prepare the draft regulation on the curricula design, piloting, and approval;
- (ix) Review the and propose revision of the Charter of the Kyrgyz Academy of Education, and facilitate series of stakeholder consultations on the draft;
- (x) Prepare the action plan for subject curricula revision including TOR for the curricula reviewers;

- (xi) Propose monitoring measurements and indicators for the projected impact, outcome, and outputs of the proposed ADB-financed program;
- (xii) Oversee the preparation of the cost estimates for the proposed investment project components in the proposed ADB-financed program;
- (xiii) Recommend appropriate grant and loan covenants for compliance with timely implementation of the proposed ADB-financed program;
- (xiv) Prepare the draft implementation plan for the proposed ADB-financed program; and,
- (xv) Prepare consulting firm's TRTA inception report, the mid-term report, the draft TA final report.

3. **Teacher Development Expert** (5 person-months). The expert should have (i) university degree in pedagogy or other relevant field, (ii) at least 10 years international experience in teacher training and development, (iii) proven knowledge of the contemporary developments in school education, particularly related to interdisciplinary project-based /phenomena-based education. Key tasks include: (i) review of the National Teacher Development Program "New Teacher" and CPD regulation and make suggestions for its effective implementation; (ii) review and analysis of the in-service and pre-service teacher training system, (iii) review of the results of pilots in 30 innovative schools, particularly results of teacher attestation or continuous professional development programs, and (iv) review of the existing teacher employment terms and practices, (v) review of existing school principals' recruitment procedures. Based on the above, prepare a reform package providing for (i) alignment of pedagogy with actual school curricula and contemporary trends, (ii) implementation of teacher career ladder, (iii) recruitment of mid-career professionals as teachers, and (iv) reform of the in-service teacher training, (v) including continuous education for teachers, who have moved to the leadership positions. These issue areas will be prepared by the Expert through extensive consultation with stakeholders and incorporated in the design of ADB-financed program and related documents.

4. **School Management Expert** (3 person-months). The expert should have (i) university degree in education management or other relevant field, (ii) proven understanding of contemporary research and approaches to effective school management and "special schools" initiatives, and (iii) relevant 10–15 years international experience. Key tasks include: (i) review of all relevant documents, regulations and literature, and practice on country's special schools and Innovative Schools, (ii) preparation of the concept of future school including the enrollment/selection criteria, academic, administrative, and financial freedoms, (iii) preparation of guidance note for the engineering firm on recommended infrastructure improvements in line with international best practice and Future Schools concept, and (iv) preparation of draft of required policies and provide input to the design of the proposed of ADB-financed program, and related documents, as required. Expert shall facilitate selection of the first cohort of 15 within first 3 months of engagement.

5. **Finance Expert** (2 person-months). The expert will have (i) a degree in accounting, finance, or a related field, and will have a recognized professional accountancy qualification, and (ii) at least 10-year experience, including in financial due diligence (FDD). Key task includes conducting FDD in accordance with ADB's requirements (see <http://www.adb.org/projects/operations/financial-management-resources>). The FDD will include: (i) conducting a financial management assessment of the executing and implementing agencies, including (a) studying previous financial management assessments conducted by ADB and other agencies and, in reviewing if the results of the assessments can be used as input, (b) assessing MOES capacity, as the executing agency of the ADB-financed program, for planning and budgeting, management and financial accounting, reporting, auditing, internal controls, and

information systems (c) reviewing disbursement and funds-flow arrangements for the investment project in the proposed ADB-financed program, and (d) concluding on the financial management risk rating and identifying and confirming measures for addressing identified deficiencies; (ii) assisting in the preparation and confirmation of cost estimates and a financing plan for the investment project in the proposed ADB-financed program, (iii) preparing financial projections and conducting financial analyses of the executing and implementing agencies, and incremental recurrent costs, to determine financial sustainability, and reviewing proposed cost-recovery and tariff policies, including affordability; (iv) conducting financial evaluations (financial cost-benefit analyses) including sensitivity analyses of the investment project in the proposed ADB financed program, that have a cost-recovery objective; (v) where significant risks are identified to project financial sustainability or viability, proposing relevant financial performance indicators to be incorporated in financial covenants of investment project in the ADB-financed program; (vi) assessing and reaching agreement on financial reporting, auditing and public disclosure arrangements for the investment project in the proposed ADB-financed program, and (vii) adhering to all technical guidance notes (TGN) in accordance with ADB's financial due diligence guidelines.

6. **Procurement Expert** (2 person-months). The expert should have (i) a university degree in finance or economics (ii) at least 5 years' experience as procurement specialist with ADB or other IFIs, (iii) a proven experience of successfully delivered similar assignments in the past. Key tasks include: (i) assistance to EA with strategic procurement planning process preparation, (ii) draft bidding documents, and (iii) draft request for proposals for procurement and selections identified as advance actions.

National

7. **National Education Expert and Deputy Team Leader** (10 person-months). The expert should have (i) a university degree in a relevant field, (ii) at least 10 years work experience in the education sector of the Kyrgyz Republic, (iii) deep expertise in issues to be addressed under the proposed ADB-financed program, (iv) good communication skills to ensure proper communication between the Team Leader and national counterparts, and (v) excellent Russian and Kyrgyz language skills; English will be an asset. The expert will serve as local-level focal point and be responsible for supporting the Team Leader and other international and national team members in collecting data and processing information for the firm's TA teamwork.

8. **Environmental Safeguards Specialist** (1 person-month). The environmental safeguards specialist should have at least a master's degree in environmental engineering or environmental management and extensive experience in conducting environmental assessments. Key tasks include: (i) examining the environmental implications of civil works planned under the proposed ADB-financed program; (ii) carrying out a diagnostic assessment of applicable and relevant laws, regulations, rules, and procedures for managing and mitigating the environmental impact of the program; and (iii) preparing an initial environmental examination report. The assessment will include an evaluation of the program arrangements for (i) early screening and mitigation of environmental impacts, (ii) information disclosure mechanisms and consultations with stakeholders, and (iii) grievance redress procedures. The specialist will provide inputs, as required, to documents for design and processing of the ADB-financed program.

9. **Gender specialist** (2 person-month). The gender specialist should have at least a master's degree in gender studies, social sciences, sociology or related discipline and at least 10 years' experience in gender and social analysis and operations, including for ADB or other international financial institutions. The specialist should have expertise in conducting gender,

poverty and social analysis and assessments in Kyrgyz Republic, and expertise in the use of participatory methodologies to collect and analyze information. A good understanding of respective ADB policies will be an asset. Key tasks include: (i) preparing poverty, social and gender analyses, including sex-disaggregated analysis of the gender and social impacts and benefits of the program; (ii) identifying priority interventions and procedures to promote participation by, and benefits, to the poor, girls and women, and other disadvantaged groups under the program; (iii) preparing the gender action plan and the summary poverty reduction and social strategy; (iv) conducting consultations to help in identifying possible sites for school placement under the program; and (v) ensuring that all program outputs, including civil works, are gender inclusive. The specialist will also provide inputs, as required, to documents for design and processing of the ADB-financed program.

10. **Teacher Training Specialist** (4 person-month). National consultant should have university degree in Education and have a strong knowledge of the principles of teacher development policy and teacher management system; as well as at least 10 years of experience in teacher development and management. The Consultant will assist to international Teacher Development Expert in review of existing strategic programs and policy documents related to Teacher Development, as well as existing teacher employment terms and practices. The Consultant will contribute in preparation of a reform package providing for (i) alignment of pedagogy with actual school curricula and contemporary trends, (ii) implementation of teacher career ladder, (iii) recruitment of mid-career professionals as teachers, and (iv) reform of the in-service teacher training, (v) including continuing education for teachers who have moved to the leadership positions.

11. **Curricula Specialist** (3 person-month). National consultant should have university degree in specialized field (STEM) and have a strong knowledge of the principles of curriculum development; as well as at least 10 years of experience in designing and implementing professional development training programs on curriculum and LTM development and review. The key tasks include: (i) assist School curricula (STEM) Expert/Team Leader to analyze the horizontal and vertical consistency of subject curricula between levels and disciplines and make suggestions for improvements; (ii) provide support to Team Leader in reviewing of the institutional setting for curricula design, approval, and implementation; (iii) contribute in preparation of the draft regulation on the curricula design, piloting, and approval.

12. The consulting firms may propose in their proposal adjustments to the team composition and individual TORs, as well as recruitment of additional specialists, and justify how the adjustments will help ensure timely and complete delivery of intended outputs.

B. Engineering/Design (firm, national)

13. This package of consultancy services consists of a thorough needs assessment and preliminary architectural design of the minor rehabilitation and infrastructure improvement in the first batch of 15 schools to be included in the ADB-financed program. The design for the minor rehabilitation and the infrastructure improvement must be based on a thorough assessment of civil works and infrastructure needs, Future Schools concept, and guidance note on infrastructure improvement of selected school. The work must comply both with the rules and procedures for technical work of the Kyrgyz Republic and with environmental, social and gender equity standards established by ADB. The list of the 15 schools and detailed guidance on the key intended results of the rehabilitation works will be prepared by the international consulting firm and confirmed by the Executing Agency, MOES. The engineering firm will prepare preliminary cost estimates of the rehabilitation for each of the fifteen schools.

14. Indicative team composition: (i) chief architect/project manager (6 person-months), (ii) interior designer (5 person-month), (iii) engineer (plumbing and sanitary works, 2 person-month), and (iv) engineer (electrical works, 2 person-months).

15. The selected firm will:

- (i) Prepare an inventory of minor rehabilitation and infrastructure needs in 15 schools based on site-visits to each;
- (ii) Submit preliminary technical designs with (a) a cost estimates and (b) a timeline for carrying out habilitation and infrastructure improvement;
- (iii) Ensure that the preliminary technical design complies with the rules and procedures for technical work established by the Government of the Kyrgyz Republic and set of recommendation for the construction firm on compliance;
- (iv) Demonstrate that the preliminary design reflects responsible waste management and other environmental standards and complies with gender and social equity standards (including ramps for students with physical handicaps; safe and separate toilets for girls and boys); and
- (v) Prepare a draft bill of quantities (BOQ) and assist with preparation of the bidding documents for the civil works firm for the ADB-financed program.

16. The Engineering Design Firm is expected to collaborate closely and seek guidance from MOES PIU and the TRTA consulting firm team.

C. Individual Consultants

17. **Education Strategy Expert** (international, 3 person-months). The expert should have a master's degree (minimum) or PhD degree (preferred) in education or another relevant field. She/he should have at least 10 years international experience in education reform, including policy, strategy, and sector system development. Experience as a consultant in education projects financed by ADB and/or other multilateral development banks, including in the Central Asia region, would be an asset. The key task will include, but not be limited to:

- (i) Analyze past and present education sector policies, strategies, and ADB's operational and financing plans in the country and prepare a summary of evolution, trends, and challenges in these areas;
- (ii) Obtain information and prepare an analysis on country's reform plans for development of education in the future;
- (iii) During meetings with MOES, education institutions, and other stakeholders, share international and regional lessons from education reforms, contribute to sector reform policy dialogue, and provide evidence-based technical advice on operational education reform planning and implementation;
- (iv) Advise on global trends in science, technology, engineering, and mathematics (STEM) stream at secondary education;
- (v) Help formulate options for broad directions and operational focus for ADB assistance for the education sector in medium and long term (next 5 to 10 years); and
- (vi) Undertake other related tasks as may be reasonably requested by ADB.