

TERMS OF REFERENCE

Contract:	ICS-08		
Project:	Kyrgyz Republic: School Education Reform Sector Development Project (Credit No. 4217 - KGZ (COL)/Grant No. 0851 - KGZ) (SEDP).		
Competency:	National School Management Specialist		
Source:	National	Category:	Independent individual consultant

Brief information

The Ministry of Education and Science (MOES) of the Kyrgyz Republic is implementing the project "Sector Development Program: School Education Reform" (2023-2028) financed by the Asian Development Bank (ADB). The objective of the project is to improve the ability of the school education system to produce graduates with subject knowledge and competencies. The project supports the implementation of the National Program for Education Development in the Kyrgyz Republic for the period 2021-2040.

Objectives

The introduction of 12-year general education requires rethinking both the content of curricula and models of school functioning and management, especially at the level of general secondary education, where profile education is implemented

The consultant will develop a new approach to profile education, update the innovative school model, a model for managing a network of cluster schools using innovative approaches to improve the efficiency of the educational process and resource management, and recommendations for implementing new practices to attract investment in public educational institutions.

The education system in a country with high levels of student achievement is actively pursuing a variety of school governance models, including the charter school model, public-private partnerships, and decentralized governance. These models give schools autonomy in governance, funding, and decision-making, which increases their flexibility and responsiveness to community needs. Several key factors are driving the development of new governance models for educational institutions (including individual school networks):

The need to improve the quality of education: public schools in the Kyrgyz Republic face problems of insufficient funding, outdated management practices and low levels of teacher motivation. It is expected that the introduction of new management models, especially involving the private sector, can lead to improvements in the quality of education through the introduction of modern practices, technology and a more flexible approach to resources.

Attracting investment for modernization: limited funding from the state budget creates the need to attract external investors to upgrade school infrastructure, improve learning conditions and professional development of teachers.

The need to introduce a practice-oriented model of profile education in high school, combining academic education with advanced subject specialization in the following areas: natural sciences, social sciences, humanities and engineering, with a special emphasis on the development of STEM-skills. Such a model can be implemented as an additional university preparation program that provides not only deep mastering of selected disciplines, but also the formation of practical, analytical and research skills that meet the requirements of universities and the labor market. It promotes an informed choice of profession, reduces the academic dropout rate, and prepares students for participation in the digital and innovation economy. The integration of project

activities, interdisciplinary modules, and partnerships with universities and industry allows students to form key competencies of the 21st century.

Optimizing the school network: effective school management not only optimizes the use of existing resources (buildings, land, budget, administrative resources), but also provides incentives for more rational budget allocation for the sustainable development of both the quality of teachers and the learning environment.

Flexibility and adaptability to changing conditions: new management methods should allow for prompt response to changes in educational standards and labor market needs. The consultant will need to develop a model that enables innovative schools to adapt rapidly to new conditions, introduce new incentives for teacher professional growth and development, while maintaining accessibility and equity in education.

Scope of work

1. To analyze the current state of profile education in high schools, to identify the main problems, barriers and prospects for development.
2. To develop a practice-oriented model of profile education in senior grades in the context of transition to 12-year education.
3. To prepare recommendations on the introduction and development of profile education in high schools to improve the quality of graduates' preparation for entering universities and successful entry into the international labor market.
4. To develop new models of school functioning and management based on international practices (as well as considering the existing statuses of schools in the country - lyceums, gymnasiums, innovative schools, schools of the future, etc.) and national regulations that allow for the most effective and adaptive management of educational institutions (regulation).
5. To define the role and functionality of the social pedagogue in innovative schools to provide psychological and pedagogical support to students in the learning process, support their socialization and professional orientation, as well as work with parents and communities.
6. To prepare recommendations on new forms of financing innovative schools, taking into account modern challenges, to propose mechanisms for attracting and incentivizing investment in public schools, enabling innovative schools to introduce experimental teaching methods and disseminate best practices among cluster schools.
7. To develop proposals and recommendations on career development and capacity building of teachers in schools in the context of the transition to 12-year education and methodological materials on continuous professional development of teachers in innovative and cluster schools, including preparation of training programs and materials aimed at capacity building of teaching staff.
8. To develop proposals and recommendations for managing networks of innovative schools similar to charter schools or PPP schools. To update the existing structure and model of networking of innovative schools for implementation of distance education technologies in the system of professional development of teachers at the regional level.
9. Organize and conduct a series of training courses for heads of innovative and cluster schools aimed at developing managerial competencies, mastering networking mechanisms, introducing effective models of digital transformation of the educational process, as well as introducing profile education to improve the quality of graduates' preparation for entering universities and successful careers in the international market.
10. Develop a system for assessing the effectiveness of management decisions in schools, introduce self-diagnostic and feedback tools for managers aimed at improving the quality of strategic management.
11. Develop recommendations for the MES KR on amending the NAP for effective implementation of the new model.
12. Prepare an action plan for launching innovative schools under the new model, define project implementation stages, benchmarks and risk assessment, propose criteria for evaluating the effectiveness of the model at the project stage.

Reporting

The Consultant will report to the Project Implementation Unit Manager of the "School Education Reform Sector Development Project " and to the SERSDP Coordinator - Deputy Minister of Education and Science of the Kyrgyz Republic.

Reporting requirements

The Consultant will provide task milestone reports as per the contract attachment during the contract period to the PPR Manager.

The Consultant's deliverables shall include:

- practice-oriented model of profile education with program integration;
- recommendations for the introduction of profile education to improve the readiness of graduates to enter universities;
- roadmap for the implementation of the model of functioning and management of an innovative school and interaction with the cluster, including the use of digital solutions;
- draft regulations on the role and functions of the social pedagogue in innovative schools, including mechanisms for interaction with students, parents, and the community, as well as support for socialization and career guidance in the context of profile education;
- methodological materials on continuous professional development of teachers at innovative schools, including training programs and materials aimed at developing the leadership potential of teaching staff;
- seminars and training for teachers and heads of innovative schools;
- system for assessing the effectiveness of managerial decisions in innovative schools, including a model of assessment in key areas, tools for self-diagnosis and feedback, methodological recommendations for implementation, and an algorithm for using the results to adjust strategic plans and form the trajectories of professional growth of managers;
- recommendations for the Ministry of Education and Science of the Kyrgyz Republic to change the legislation to implement the new model;
- An action plan for launching innovative schools based on the proposed model, including project implementation stages, benchmarks, risk assessment and criteria for evaluating the effectiveness of the model at the pilot stage;
- all reports should be submitted in Kyrgyz and/or Russian languages (depending on the requirements);
- final report on the terms of reference should be submitted in Kyrgyz and Russian languages.

Qualification requirements and work experience:

1. Higher education in pedagogy, management or related fields;
2. Proven experience in developing and implementing educational programs, reforms, or policies at the national or international level;
3. In-depth knowledge of the legislation of the Kyrgyz Republic, regulatory legal acts, and international standards in the field of education;
4. At least 5 years of experience in the field of education;
5. Confirmed experience in management's capacity building and teaching staff of educational institutions in the country;
6. Knowledge of international best practices in school and higher education;
7. Experience in conducting complex research, analyzing data, and developing strategic documents;
8. Proven experience in international educational or research projects is welcome;
9. Knowledge of languages - proficiency in Russian and Kyrgyz (mandatory); knowledge of English or other foreign languages is welcome.

During the evaluation, a point system will be applied from the calculation:

Education - 15%;

Experience - 70%;

Others - 15%.

Place of Assignment:	Days/Months:	Dates:
The place of performance of services is the office of the PIU, located at the address: Bishkek, 22A Manas Ave.	12 months, renewable depending on results. The probationary period is 3 months.	Services are scheduled to start at _____, subject to ADB approval. The contract is valid until_____.
Contract Period:	-----	