

TERMS OF REFERENCE

National Consultant to Support the Methodology of Teaching Mathematics Course – Pre-service Component, Phase II (Year 2)

CONTRACT MODALITY Individual Consultancy

DUTY STATION Dushanbe, Tajikistan, Remote with travel

DURATION OF CONTRACT 13 months

Purpose of Assignment

Tajikistan has been pursuing a national Competency-Based Education (CBE) reform since 2012, supported by the Ministry of Education and Science (MoES) and a coalition of development partners including the Global Partnership for Education (GPE), the Islamic Development Bank (IsDB), the World Bank, the European Union (Quality Education Support Programme), USAID, AKF, OSI, and UNICEF. Successive phases produced new subject standards for primary and secondary education, an initial cohort of CBE policy and training materials, and cascade-mode teacher training.

In 2021, the Government endorsed the National Strategy for Education Development to 2030 (NSED 2030), which sets four strategic priorities: (i) equity and access to education; (ii) quality of education; (iii) financial sustainability and efficiency of the sector; and (iv) a national professional network for scientific and technical development. The NSED 2030 results framework draws on SDG 4 indicators, but in the absence of a functioning monitoring mechanism and with the Joint Sector Review suspended since 2018, reliable tracking of progress remains limited.

Recent learning assessments (EGRA, IsDB/GPE Baseline) confirm persistent learning gaps. The COMPACT Partnership document, agreed between MoES and development partners, identifies four areas requiring transformational change: curriculum, teacher preparation and professional development, learning assessment, and efficiency of education management (EMIS, evidence-based decision-making). Phase I of the joint IsDB/GPE/OFID Project (TJK1043) advanced foundational work in these areas; however, the Stocktaking exercise found that many outputs remained at the level of the MoES central apparatus and were not embedded in the practice of affiliated institutions.

Phase II of the IsDB/GPE/OFID Project addresses this institutionalization gap by working through, rather than around, MoES structures. Component 2 — Improving the Quality and Efficiency of Education Services — organizes the reform around three interdependent subcomponents: (2.1) CBE curriculum reform; (2.2) teacher professional development reform, both pre-service and in-service; and (2.3) learning assessment and achievement monitoring, including CBE-aligned teaching and learning materials. Year 2 of Phase II is the period in which the foundational designs developed in Year 1 must be finalized, validated, field-tested, and embedded in MoES institutional mandates.

The assignment builds on the Mathematics methodology course jointly developed and validated by UNICEF, MoES, RTMC, six partner pedagogical universities and international experts in 2026; the Moodle-based blended-learning component created during Year 1; field seminars and working relationships established with faculty in all six universities; and the first cycle of analysis, translation, adaptation, syllabus development, video production and piloting of course and teaching-and-learning materials. Year 2 therefore requires hands-on continuity with the existing course architecture, materials, digital environment, university network and evidence base, while remaining open to candidates who can demonstrate equivalent directly relevant experience.

The specific objectives of the assignment are to:

- Support the implementation and monitoring of the face-to-face and Moodle-based components of the Mathematics methodology course in the six partner pedagogical universities, including on-site seminars

and sustained faculty support.

- Support the final refinement of the Mathematics methodology course, programme, syllabus, Moodle course structure and accompanying resources based on pilot feedback and learning analytics.
- Collect and analyse pilot evidence on the delivery and effectiveness of the Mathematics methodology course.
- Build the capacity of university faculty through on-site and online seminars, coaching, active and game-based training methods, and supervised demonstration or microteaching sessions.
- Develop monitoring and evaluation tools for the Mathematics methodology course pilot, including observation, feedback and Moodle participation/engagement evidence.
- Revise and finalize the Mathematics methodology course and its blended-learning package, including programme, syllabus, tasks, video resources and implementation guidance, based on pilot findings.
- Prepare recommendations for institutionalization and scale-up, and contribute to cross-component piloting of relevant School of Authors activities and sample new teaching-and-learning package (TLM/UMC) fragments where this supports coherence between curriculum, textbooks and teacher preparation.

Scope of Work

Under the direct supervision of the UNICEF Education Specialist and in close collaboration with the Republican Teacher Methodological Centre (RTMC), the Republican In-Service Teacher Training Institute (RITTI), the MoES department responsible for higher and pedagogical education, focal points from each pilot university, the international TA Group, and UNICEF technical staff, the National Consultant will provide dedicated technical support for the piloting, monitoring, refinement and institutionalization of the competency-based Mathematics methodology course for pre-service teacher training. Unlike the coordination-focused role supporting overall CPL and pre-service implementation, this Consultant works directly on Mathematics subject-matter content: reviewing pilot evidence, providing technical guidance to faculty, and revising the Mathematics methodology course modules in collaboration with RTMC national expert teams.

The Consultant's scope of work is structured around the six areas below.

A. Inception, Planning and Coordination

The Consultant will work with RTMC, the pilot universities, and UNICEF to:

- Develop an inception report and detailed workplan for the Mathematics methodology course pilot (methodology, timeline, roles and risk log).
- Develop a pilot implementation framework for the Mathematics methodology course, defining roles, monitoring protocols, Moodle course administration/support arrangements, evidence sources and reporting lines across the six pilot universities.
- Establish a coordination mechanism and stakeholder matrix with the six partner pedagogical universities, RTMC and MoES, and document initial coordination meetings.

B. Pilot Implementation and University Support

The Consultant will work with the pilot universities, RTMC, and the international TA Group to:

- Support the rollout of the Mathematics methodology course modules in the six pilot universities, including the Moodle-based component, in line with the agreed pilot implementation plan and university action plans.
- Provide technical and methodological guidance to faculty through bi-weekly online coordination meetings, Moodle-based support and direct follow-up with instructors in each of the six universities.
- Conduct monitoring visits, on-site seminars and coaching sessions at each of the six pilot universities; maintain working communication with course instructors; and prepare structured field monitoring reports with findings, challenges, agreed actions and recommendations.

- Deliver practice-oriented training seminars for course faculty at key points in the academic cycle (end of 3rd semester, winter, and end of year), using active and game-based methods, microteaching and supervised model demonstrations to prepare and review piloting of each module.

C. Monitoring and Evaluation

The Consultant will:

- Develop tools and a methodology for monitoring the implementation and early effects of the Mathematics methodology course, including classroom observation, student/faculty feedback, analysis of Moodle participation and completion evidence, and documentation of changes made during the pilot.
- Establish a monitoring database and evidence-collection system linking field-visit evidence, faculty/student feedback, course products and relevant Moodle activity data for the pilot.
- Collect pilot data from each of the six pilot universities for each of the three course modules (Teaching and Learning Materials (TLM), Active Learning, and Organization of Learning Activities), and consolidate findings into data analysis reports.

D. Capacity Building

The Consultant will:

- Conduct training and refresher sessions for pilot university faculty on the course modules, Moodle use, active and game-based learning, facilitation, assessment and use of revised mathematics teaching-and-learning materials.
- Support peer learning and mentoring among course instructors, including exchange of classroom cases, demonstration fragments, Moodle practices and locally tested adaptations.
- Deliver orientation/training seminars for base-school mentor teachers on use of the revised Mathematics TLMs and on supporting student-teachers during educational and pedagogical practice.
- Produce guidance materials for implementation of the revised course, including Moodle guidance, facilitation notes for active/game-based sessions, demonstration protocols and recommendations for work with student-teachers and children in supervised settings.

E. Revision, Finalization and Institutionalization

The Consultant will work with RTMC national expert teams and the Mathematics working group to:

- Review pilot evidence and revise the Mathematics methodology course modules (TLM, Active Learning, Organization of Learning Activities), programme, syllabus, Moodle structure and assessment tasks in collaboration with RTMC national expert teams.
- Finalize subject-specific teaching and learning materials — Grade 8 algebra and geometry workbook materials, learning tasks/assessment items, textbook chapters and teacher guidance — in line with the CBE approach used in the new mathematics textbooks, in coordination with the Mathematics working group.
- Finalize the blended and face-to-face components of the course; revise Moodle activities and course navigation; prepare video scripts and production briefs; coordinate subject-matter aspects of filming and review; and prepare a publication-ready course package.
- Pilot and provide structured feedback on the relevant informatics-related segment of the School of Authors course and contribute to the development and piloting of sample new TLM/UMC fragments, where assigned under the integrated project workplan.
- Prepare a final pilot evaluation report and recommendations for institutionalization and scale-up.

F. Cross-Cutting Requirements

- Work closely with RTMC, MoES, partner universities, UNICEF, and international consultants, including the parallel national consultant for the Tajik Language methodology course and the consultant coordinating overall CPL and pre-service implementation.
- Integrate gender equality, inclusion, and disability inclusion principles across all outputs.
- Ensure quality assurance of all products and prepare deliverables in Tajik, supporting translation where required.
- Submit all draft and final outputs for institutional review before finalization, and incorporate feedback from UNICEF, MoES, RTMC, universities, and technical working groups.
- Undertake domestic travel to the six partner pilot universities and selected base schools (Dushanbe and other regions of Tajikistan): 15 trips of 2 days each – two monitoring rounds of 6 trips (1 per university) and 3 trips for base-school mentor-teacher seminars. Travel costs are included in the consultant's all-inclusive lump-sum financial proposal. No international travel is required. Any additional travel requested by UNICEF will be agreed in writing in advance and reimbursed based on actual receipts.
- Comply with UNICEF child safeguarding and data-protection requirements: microteaching and model demonstrations are conducted with peers and student-teachers; any activity in base schools takes place in the presence and under the supervision of school staff; and no identifiable images, video or personal data of children are collected, filmed or stored without UNICEF-approved consent procedures.

Work Assignments Overview	Deliverables/Outputs	Delivery deadline to complete the deliverable
Inception and detailed workplan for the pilot	Del #1: Inception report and detailed workplan for the Mathematics methodology course pilot (methodology, timeline, roles and risk log), endorsed by UNICEF.	31 December 2026
Pilot implementation framework	Del #2: Pilot implementation framework for the Mathematics methodology course, defining roles, monitoring protocols, Moodle administration/support arrangements, evidence sources and reporting lines across the six pilot universities.	31 December 2026

Coordination mechanism with six universities and RTMC	Del #3: Coordination mechanism and stakeholder matrix established with the six partner pedagogical universities, RTMC and MoES; minutes of initial coordination meetings documented and archived.	31 December 2026
Technical guidance to faculty; rollout support	Del #4: First cycle of bi-weekly online coordination and Moodle-supported follow-up completed with Mathematics methodology course instructors (October–November 2026); technical guidance provided on delivery of the first pilot modules; consolidated meeting/action summary shared with RTMC and UNICEF.	31 December 2026
Development of M&E tools	Del #5: Draft classroom observation tool, student/faculty feedback instruments and a protocol for using relevant Moodle participation/completion evidence developed and validated with RTMC.	31 December 2026
School of Authors: monthly technical and methodological support	Del #6: October–November 2026 technical and methodological support provided to the School of Authors, at a minimum input of three working days per month. Support includes piloting and refinement of the informatics-related segment of the School of Authors course; facilitation of assigned online and/or face-to-	31 December 2026

	face activities; review of participants' assignments and draft products; structured feedback; and contribution to the development, review and piloting of assigned sample fragments of new teaching and learning materials (TLM/UMC). Brief monthly records of activities, outputs, feedback and recommended adjustments submitted.	
University visits and coaching (round 1)	Del #7: First round of monitoring visits, on-site seminars and coaching sessions conducted across the six pilot universities; structured field reports document faculty participation, implementation evidence, challenges, agreed actions and recommendations.	31 March 2027
Faculty training – end of 3rd semester	Del #8: Practice-oriented training seminar delivered for Mathematics methodology course faculty, using active and game-based methods, microteaching and supervised demonstrations to prepare instructors for piloting the “Organization of Learning Activities” module. Microteaching and model demonstrations are conducted with peers and student-teachers.	31 March 2027
Winter seminar – first semester pilot review	Del #9: Winter seminar conducted with course instructors to review first-	31 March 2027

	semester piloting of the TLM and Active Learning modules, including Moodle implementation; summary of evidence, feedback and agreed adjustments submitted.	
Monitoring of piloting – bi-weekly meetings	Del #10: Second cycle of bi-weekly online coordination and Moodle-supported follow-up completed (December 2026–February 2027); pilot evidence collected from each of the six universities for the TLM and Active Learning modules.	31 March 2027
M&E database and progress reporting	Del #11: Monitoring and evidence-collection database established, integrating field observations, stakeholder feedback, course products and relevant Moodle activity evidence; first quarterly pilot progress report submitted.	31 March 2027
School of Authors: monthly technical and methodological support	Del #12: December 2026–February 2027 technical and methodological support provided to the School of Authors, at a minimum input of three working days per month. Support includes piloting and refinement of the informatics-related segment of the School of Authors course; facilitation of assigned online and/or face-to-face activities; review of participants' assignments and draft products; structured feedback; and contribution to the development, review and piloting of assigned sample	31 March 2027

	fragments of new teaching and learning materials (TLM/UMC). Brief monthly records of activities, outputs, feedback and recommended adjustments submitted.	
University visits and coaching (round 2)	Del #13: Second round of monitoring visits and coaching sessions conducted at the six pilot universities; field monitoring reports with findings and recommendations submitted.	30 June 2027
Pilot data collection and analysis	Del #14: Pilot data collected from each of the six universities for the “Organization of Learning Activities” module; consolidated data analysis report covering the pilot of all three modules.	30 June 2027
Faculty training and refresher sessions	Del #15: Training/refresher sessions conducted for pilot university faculty on Moodle use, active and game-based learning, facilitation, assessment and revised TLMs; peer learning and mentoring documented.	30 June 2027
Revision of methodology course modules	Del #16: Mathematics methodology course modules, programme, syllabus, Moodle structure and assessment tasks revised based on consolidated pilot evidence in collaboration with RTMC national expert teams.	30 June 2027

Subject-specific teaching and learning materials	Del #17: Mathematics teaching and learning materials developed, reviewed and finalized, including Grade 8 algebra and geometry workbook materials, competency-based learning tasks and assessment items, selected textbook chapters and accompanying teacher guidance. The materials shall be aligned with the competency-based approach and the methodological principles applied in the new mathematics textbooks and revised based on feedback from the Mathematics working group and piloting evidence.	30 June 2027
School of Authors: monthly technical and methodological support	Del #18: March–May 2027 technical and methodological support provided to the School of Authors, at a minimum input of three working days per month. Support includes piloting and refinement of the informatics-related segment of the School of Authors course; facilitation of assigned online and/or face-to-face activities; review of participants' assignments and draft products; structured feedback; and contribution to the development, review and piloting of assigned sample fragments of new teaching and learning materials (TLM/UMC). Brief monthly records of activities, outputs, feedback	30 June 2027

	and recommended adjustments submitted. A consolidated eight-month implementation note is included with the final monthly record.	
End-of-year seminar and lessons learned	Del #19: End-of-year seminar conducted with Mathematics methodology course instructors to evaluate the pilot of the “Organization of Learning Activities” module and consolidate overall lessons learned.	30 November 2027
Capacity building for base-school mentor teachers	Del #20: Orientation/training seminars delivered for base-school mentor teachers on use of the revised Mathematics TLMs and on supporting student-teachers during educational and pedagogical practice.	30 November 2027
Supplementary materials development	Del #21: Supplementary implementation package completed for the Mathematics methodology course, including Moodle implementation guidance, facilitation materials for active and game-based learning, video scripts and production briefs, reviewed video fragments, and practical guidance for university faculty on the use of the revised course materials.	30 November 2027
Finalization of methodology course	Del #22: Blended and face-to-face components finalized; Moodle course revised and quality-assured; programme, syllabus, video resources and	30 November 2027

	accompanying materials prepared as a publication-ready package.	
Final pilot evaluation report	Del #23: Final pilot evaluation report for the Mathematics methodology course, with recommendations for institutionalization and scale-up, submitted to UNICEF, MoES and RTMC.	30 November 2027
Institutionalization and scale-up recommendations	Del #24: Recommendations for institutionalization and inputs to the national scale-up plan for the Mathematics methodology course prepared and submitted.	30 November 2027
Final reporting and handover	Del #25: Final assignment report summarizing key results, lessons learned, risks and recommendations; handover completed.	30 November 2027

Payment Schedule:

Payment will be made on submission and acceptance of deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant.

Important Notes

- Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.
- The selected candidate is solely responsible for ensuring that the health insurance (and visa if applicable) required to perform the duties of the contract are valid for the entire period of the contract. Selected candidates are subject to confirmation of fully-vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. It does not apply to consultants who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their consultancy contracts.

- UNICEF offers reasonable accommodation for consultants with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the selection process and afterwards in your assignment.

**QUALIFICATIONS / SPECIALIZED KNOWLEDGE / EXPERIENCE/ COMPETENCIES
(CORE/TECHNICAL/FUNCTIONAL) / LANGUAGE SKILLS REQUIRED FOR THE ASSIGNMENT**

Minimum requirements:

Education:

- University degree (Bachelor's or higher) in Mathematics Education, Mathematics, Pedagogy, Education Technology, or a closely related field. Additional training in competency-based education, teacher preparation, curriculum development, Moodle/blended learning or facilitation is an asset

Work experience:

- At least 8 years of relevant professional experience in mathematics education, university teaching/teacher preparation, curriculum or methodology development, including practical experience with competency-based education reform
- Demonstrated experience working directly with higher education institutions and university faculty is required. Experience supporting implementation across multiple institutions through field visits, on-site seminars, coaching and sustained follow-up is highly desirable
- Previous experience in development of mathematics methodology courses and/or equivalent experience developing and piloting a blended pre-service methodology course is highly desirable as the assignment requires immediate continuity with the existing materials, Moodle environment, evidence base and six-university network

Knowledge/Expertise/Skills:

- Strong knowledge of competency-based education, active and game-based learning in mathematics, facilitation of practice-oriented training, and use of teaching and learning materials in mathematics instruction; ability to demonstrate methods through microteaching or supervised model lessons is a strong asset
- Previous experience with the IsDB/GPE project, Phase I and/or Phase II, including its teacher development interventions, is an asset
- Demonstrated hands-on experience using Moodle or a comparable LMS to build, revise or support a blended course, including course structure, activities, participant support and use of basic engagement/completion evidence
- Strong coordination, facilitation and training skills; analytical and conceptual thinking
- Ability to work with multiple stakeholders, including universities, RTMC and MoES
- Demonstrated ability to support faculty and proactively engage national counterparts
- excellent analytical, writing and communication skills in Tajik, with the ability to prepare technical reports for UNICEF and government counterparts

- Ability to produce or present verifiable samples of relevant work, such as a methodology-course unit, syllabus/programme, Moodle activity or course description, training scenario, analytical report, textbook/task sample, translation/adaptation, or educational video script/production brief

Language Requirements:

- Proficiency in Tajik and Russian is required; knowledge of English (written and spoken) is an asset

Desirables:

- In-depth knowledge of and experience in Phase I and/or Phase II of the IsDB/GPE project to support programmatic and policy reform is highly desirable
 - Experience developing classroom observation or M&E tools and authoring/contributing to mathematics methodology courses, programmes, syllabi, new textbook tasks, workbooks or teacher guides is a strong asset. Experience translating/adapting methodological materials into Tajik, preparing educational video scripts and coordinating subject-matter aspects of filming is highly desirable
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