unicef | for every child

TERMS OF REFERENCE

International Consultant to Support the development and Delivery of the Professional Capacity Building Programme

CONTRACT MODALITY	Individual Consultancy
DUTY STATION	**Tashkent, Uzbekistan, Remote with travel**
DURATION OF CONTRACT	**11.7 months**

Purpose of Assignment

Background

Within the framework of the SmartED Project funded by the Islamic Development Bank (IsDB), the Arab Coordination Group (ACG), and the Global Partnership for Education (GPE), UNICEF supporting the Government of Uzbekistan to strengthen an inclusive education system.

As part of this support, UNICEF is assisting the development and operationalization of the Inclusive Education Strategy of Uzbekistan (the "Strategy"). The Strategy defines a shared vision and strategic directions for developing inclusive education systems and classrooms.

A critical component of this work is strengthening the national pool of specialists equipped to lead and sustain inclusive education reforms. This requires the development and delivery of a Professional Capacity Building Programme for teachers, special educators, teacher trainers and other education professionals. The programme aims to strengthen the capacity of education professionals to apply inclusive education principles and approaches in their daily practice, including inclusive pedagogy, identification of barriers to learning, differentiated instruction, Universal Design for Learning (UDL), assessment for learning, collaboration and school–family–learner partnerships.

Under the Smart-ED Project, the overall approach and initial modules of the Professional Capacity Building Programme have already been developed, and the first three training modules have been delivered. The present assignment will build on this work and support the further development of remaining 4-10 modules and delivery of the programme.

UNICEF has engaged an international consultant to provide system-level technical leadership for the development and operationalization of the overall Inclusive Education Strategy and the Professional Capacity Building Programme, including the development of the programme's methodological framework, competency standards, core training architecture, and master trainer modules.

To complement this assignment, UNICEF seeks an International Consultant on Delivery of the Professional Capacity Building Programme on Inclusive Education to support the adapting technical content into practical classroom-oriented narratives and exercises and delivering face-to-face teacher trainings and coaching sessions together with National Consultant to support modelling inclusive schools and implementing capacity building activities.

Working closely with the Lead Consultant and the National Consultant, the consultant will be responsible for translating the programme's evidence-based frameworks, methodologies, and master training modules into accessible, teacher-friendly learning resources and training experiences. This includes developing a teachers' handbook, presentations, participant handouts, agendas, practical exercises, assessment tools and other learning materials; developing content for online learning course. The consultant will ensure that all training materials

maintain the integrity of the programme's evidence-based approach while maximizing usability, relevance, and engagement for teachers, school leaders, and other education practitioners. The consultant will also deliver the agreed training modules through face-to-face training sessions across different regions of Uzbekistan. The training delivery will be informed by the programme's agreed methodology and will emphasize practical application, classroom-based strategies, peer learning and the development of inclusive teaching competencies.

The assignment will contribute to strengthening the capacity of teachers and other education professionals to establish inclusive learning environments in which all children, including children with disabilities and other children experiencing barriers to learning and participation, can learn and participate meaningfully.

Purpose of the consultancy

The purpose of the consultancy is to support the practical operationalization and delivery of the Professional Capacity Building Programme on Inclusive Education through the development of high-quality teacher professional development resources and the delivery of training modules across five regions of Uzbekistan.

The consultant will work in close coordination with UNICEF, the international consultant leading the system-level development of the Inclusive Education Strategy and the Advanced Professional Capacity Building Programme, and relevant national counterparts, including the Ministry of Education and Science (MoES), the National Agency for Social Protection (NASP), relevant national institutions and the model schools, to support coherent implementation of the Strategy at the system, school, classroom and individual learner levels.

Objectives:

The objectives of the consultancy are to:

1. Support the lead consultant in transforming technical and methodological guidance into practical, user-friendly Professional Capacity Building Programme for teachers, special educators, teacher trainers and other education professionals, ensuring clarity, accessibility, consistency, and relevance for adult learners.;
2. Develop complete training packages, including PowerPoint presentations, facilitator guides, participant handouts, case studies, classroom scenarios, reflective exercises, and practical tools.
3. Develop a comprehensive teachers' handbook aligned with the Inclusive Education Strategy and the Advanced Professional Capacity Building Programme.
4. Develop online course (learning pathway, storyboard, assessment and completion criteria) to support teachers' continuous professional development and reinforce learning from face-to-face training.
5. Deliver 7 inclusive education training modules across five regions of Uzbekistan, with each module delivered two days in each region.
6. Collect participant feedback and recommend improvements to training materials and delivery approaches based on implementation experience.
7. Facilitate practice-oriented professional development that strengthens teachers' ability to apply inclusive education approaches in classroom and school settings.
8. Document training implementation, participant learning, feedback, lessons learned and recommendations for improving the programme and supporting its wider institutionalization.

Scope of Work

The assignment is expected to start in January 2027 and to continue until the end of December 2027. The consultant is expected to:

1. Develop teacher training materials

- Review the Inclusive Education Strategy of Uzbekistan and relevant national policies, standards and guidance, as well as, existing training modules, methodological resources, teacher professional development materials and relevant international good practices.

- Develop practical, teachers friendly and contextually relevant teacher training materials based on agreed master training modules. Modules topics cover core areas of inclusive practice – from understanding learner participation and identifying barriers to learning, to responding instructionally, strengthening collaboration and communication, and building effective school–family–learner partnerships.
- Identify the required supplementary materials and practical tools for each modules. Develop evidence-based and teacher-friendly training packages based on the agreed master training modules. Each training package will include, as applicable: concept note and objectives, session plans, presentations, practical exercises, group work and case studies, reflection and peer-learning activities, pre- and post-training assessment tools, participant feedback and evaluation forms.
- Ensure consistency across the training modules, teachers' handbook, self-paced online course and other learning resources.
- Incorporate feedback from UNICEF and relevant national counterparts into the final training packages.

2. Development of the Teachers' Handbook on Inclusive Education

The consultant will develop a comprehensive and practical teachers' handbook aligned with the Professional Capacity Building Programme modules. The handbook will:

- Provide teachers with practical guidance on inclusive education principles and approaches. Address identifying and reducing barriers to learning and participation.
- Explain the application of Universal Design for Learning (UDL), differentiated instruction and inclusive classroom practices. Provide guidance on inclusive lesson planning, teaching and learning materials, classroom management and assessment for learning.
- Include Develop evidence-based practical examples, case studies, classroom scenarios, exercises and reflection questions, tools and templates that teachers can apply in their daily work.
- Support collaboration between classroom teachers, special educators, School Inclusion Teams, learners and families.
- Be developed in an accessible and user-friendly format, suitable for use during training and as a reference resource after training.

The handbook will be submitted in English for UNICEF review and finalized in accordance with agreed requirements for translation, adaptation and publication.

3. Development of a Self-Paced Online Course

The consultant will develop a self-paced online course based on the agreed training modules and teachers' handbook. The course will:

- Reflect the learning objectives and core content of the Advanced Professional Capacity Building Programme.
- Be structured into approximately 10modules, aligned with the face-to-face training programme.
- Include clearly defined learning objectives, learning content, practical examples, reflection activities and knowledge checks.
- Incorporate accessible learning materials, including presentations, readings, case studies, practical exercises and assessment questions.
- Support independent learning and reinforce the application of inclusive education approaches in classroom practice.
- Include recommendations for course structure, learning sequence, assessment and completion requirements.
- Be developed in coordination with UNICEF and the designated national online learning platform or technical partner.
- The consultant will provide the course content and instructional design materials in an agreed format suitable for uploading to the designated online learning platform. Technical platform development, programming and hosting will be undertaken by the relevant technical partner, unless otherwise agreed.

4. Delivery of the Professional Capacity Building Programme

The consultant will deliver approximately training modules across five regions of Uzbekistan. For each module, the consultant will:

- Prepare and finalize the training package in consultation with UNICEF and relevant national counterparts.
- Deliver at least two day face-to-face training in each of the five designated regions. The five regions and training dates will be confirmed through the agreed training calendar.
- Facilitate participatory training sessions, practical exercises, group work, case studies, peer learning and reflection.
- Support participants in applying inclusive education principles to classroom teaching, lesson planning, assessment and learner support.
- Administer pre- and post-training assessments, as appropriate. Collect participant feedback and document training outcomes.
- Provide recommendations for follow-up support, mentoring and further professional development.

5. Documentation of results and support to national scale-up

- Ensure the technical quality, consistency and practical relevance of all training materials and learning resources.
- Monitor participant engagement, learning outcomes and the application of training content. Identify implementation challenges, effective practices and lessons learned.
- Document training implementation, including the number and profile of participants, training completion, assessment results and participant feedback. Submit regular progress updates.
- Provide recommendations for improving the training programme and supporting its institutionalization within the national teacher professional development system.
- Prepare a final report documenting results, outstanding priorities and recommendations for continuedimplementation.
- Support national technical consultations and knowledge-sharing activities with relevant government institutions, universities, Pedagogical Excellence Centres and practitioners.
- Develop practical recommendations for scaling up effective approaches and sustaining institutional capacities.
- Provide technical advice to UNICEF and national partners to ensure coherence between system-level reforms, school implementation and professional development.

Management and reporting:

Under the overall guidance of the Chief of Education, the consultant will report directly to, and work under the direct supervision of, the UNICEF Education Specialist (Contract Manager), in close coordination with the UNICEF Education Section, relevant national and international consultants, MoES, NASP, the Abdulla Avloni National Institute of Pedagogical Excellence, the Tashxis Centre, universities, Pedagogical Excellence Centres and the participating model schools.

The consultant will provide regular progress updates and coordinate all consultations, missions and deliverables with UNICEF and the relevant national counterparts. All deliverables, as set out in the table of deliverables below, are subject to review and approval by UNICEF before payment.

Duration of assignment: 181 days (10 January 2027 – 20 December 2027).

Work Assignments Overview	**Deliverables/Outputs**	**Delivery deadline to complete the deliverable**
1. Inception and alignment **1.1. Inception phase** Review the Strategy, master trainer materials, tools, SOPs and	Deliverable 1.1.1: Inception report, including: context overview and methodology; detailed workplan with milestones aligned with the	**31 January 2027** (end of Month 1)

existing programmes; consult stakeholders; agree the module architecture, training calendar and regions; prepare the inception report.	deliverables below; module architecture (4-10 modules) with learning outcomes and target groups; plan for the handbook and online course; stakeholder engagement and quality assurance approach.	
2. Development of evidence-based, teacher-friendly training packages for 4-10 modules (1-3 modules developed and delivered) **2.1. Training packages for Modules 4–6** Develop concept notes, agendas, presentations, facilitator guides, handouts, activities and assessment tools based on the master trainer materials, tools and SOPs.	Deliverable 2.1.1: Complete training packages for Modules 4–6, each including: concept note; two-day regional agenda; presentations; facilitator guide; participant handouts and practical exercises; pre/post-assessment and feedback tools.	**30 April 2027** (end of Month 4); drafts submitted progressively from January 2027
2.2. Training packages for Modules 7–10 Develop the remaining training packages, incorporating lessons from the first missions.	Deliverable 2.2.1: Complete training packages for Modules 7-10, each including the same components as Deliverable 2.1.1, and revised Modules 1–3 reflecting feedback from missions 1–3.	**31 October 2027** (end of Month 10); drafts submitted progressively from May 2027
3. Development of the Teachers' Handbook on Inclusive Education **3.1. Teachers' Handbook – draft** Develop the handbook along the training modules, with practical guidance, checklists, templates and examples.	Deliverable 3.1.1: Draft Teachers' Handbook on Inclusive Education covering all modules, including: key concepts; step-by-step classroom guidance; checklists, templates and worked examples; links to national tools and SOPs; and graphic and layout brief for the designer.	**30 June 2027** (end of Month 6); chapters submitted progressively from February 2027
3.2. Teachers' Handbook – final Finalize the handbook based on feedback from the training missions and national review.	Deliverable 3.2.1: Final Teachers' Handbook on Inclusive Education (editable source files), incorporating feedback from participants, national counterparts and UNICEF.	**31 October 2027** (end of Month 10)

4. Development of the self-paced online course **4.1. Online course – design and first part** Design the learning pathway and develop the first half of the course.	Deliverable 4.1.1: Self-paced online course design (learning pathway, storyboard, assessment and completion criteria) and complete content for units aligned with Modules 1–7 (scripts, interactive activities, knowledge checks), in a format compatible with the designated learning platform.	**31 July 2027** (end of Month 7); drafts submitted progressively from January 2027
4.2. Online course – complete Complete and finalize the course for all modules.	Deliverable 4.2.1: Complete self-paced online course covering all 10 modules (English; editable source and platform-ready package), with final assessments, completion criteria.	**30 November 2027** (end of Month 11)
5. Delivery of the training modules (7 missions according to the training calendar) **5.1. Delivery of the training modules**	Deliverable 5.1.1: Delivery of assigned training modules and capacity-building activities. Includes: (a) preparation and delivery of training sessions; (b) preparation of practical exercises and case-based discussions; (c) review participants' school-based assignments and reflections; (d) consolidated attendance, evaluation and participant feedback records; and (e) recommendations for improving programme content and delivery.	**30 November 2027** (end of Month 11) drafts submitted progressively from January 2027
6. 6. Quality assurance, sustainability and final reporting **6.1. Final report and handover** Prepare recommendations for integration and sustainability, hand over all materials and prepare the final report.	Deliverable 6.1.1: Final consultancy report summarizing outputs, results, lessons learned, outstanding gaps and recommendations, including options for integrating the modules into in-service and pre-service teacher education and for sustaining the national pool of trainers; and handover of all final materials in editable formats.	**31 December 2027 (end of Month 12)**

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.
- Contracts are conditional upon the selected candidate's willingness to comply with any current or future vaccination requirements that may be established by UNICEF, where applicable. Failure to comply with applicable vaccination requirements, where required and without an approved medical exemption by UNICEF, may result in the withdrawal of the consultancy offer or termination of the contract in accordance with the General Terms and Conditions of Contract.
- 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 qualifications:

Education:

- Master's degree or higher in education, psychology or a related field. A PhD is an asset and is scored higher in the technical evaluation.

Work Experience:

- At least 15 years of relevant international experience in teacher training on inclusive education and teachers professional development.
- At least 10 years of professional experience in designing and implementing inclusive education training materials, online courses, teachers handbooks at system and school levels.

Language Requirements:

- Excellent written and spoken English.

Knowledge/ Expertise/ Skills:

- Professional experience and expert knowledge in blended teachers' professional development design; designing teaching and learning materials on inclusive education and personalized learning; inclusive lesson planning; and assessment for learning.

- Proven ability to design professional development and teaching and learning materials on inclusive education, with a focus on student-centred pedagogy and Universal Design for Learning (UDL).
- Good knowledge of the education system in Uzbekistan, with particular focus on inclusive education.
- Excellent analytical and writing skills, with strong facilitation, communication and reporting skills in English.