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TERMS OF REFERENCE

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

CONTRACT MODALITY	**Individual Consultancy**
DUTY STATION	**Remote work, Dushanbe, Tajikistan**
DURATION OF CONTRACT	**12 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 Tajik Language methodology course jointly developed and validated by UNICEF, MoES, RTMC, six partner pedagogical universities and international experts in 2026; the translation and localization of course materials for the Moodle-based component; working relationships established with faculty during visits and on-site seminars in all six universities; and the first cycle of course analysis, revision, programme and syllabus development, video production and

preparation of competency-based tasks for new Tajik Language textbooks. Year 2 therefore requires hands-on continuity with the existing course architecture, Tajik terminology, Moodle materials, university network, video resources and textbook-development approach, 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 Tajik Language methodology course in the six partner pedagogical universities, including on-site seminars and sustained faculty support.
•Support the analysis, translation, localization and final refinement of the Tajik Language methodology course, programme, syllabus, Moodle materials and accompanying resources based on pilot feedback.
•Collect and analyse pilot evidence on the delivery and effectiveness of the Tajik Language methodology course.
•Build the capacity of university faculty to prepare future teachers to use active and game-based learning methods in Tajik Language lessons through practice-oriented seminars, coaching, microteaching and facilitation support.
•Develop monitoring and evaluation tools for the Tajik Language methodology course pilot.
•Revise and finalize the Tajik Language methodology course and its blended-learning package, including the programme, syllabus, Tajik translations, Moodle resources, competency-based tasks and video materials, based on pilot findings.
•Prepare recommendations for the institutionalization and eventual scale-up of the Tajik Language methodology course.

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 Tajik Language methodology course for pre-service teacher training. Unlike the coordination-focused role supporting overall CPL and pre-service implementation, this Consultant works directly on Tajik Language subject-matter content: reviewing pilot evidence, providing technical guidance to faculty, and revising the Tajik Language 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 Tajik Language methodology course pilot (methodology, timeline, roles and risk log).

- Develop a pilot implementation framework for the Tajik Language methodology course, defining roles, monitoring protocols, Moodle 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 Tajik Language methodology course modules in the six pilot universities, including the localized 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 Tajik Language methodology 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 learning, microteaching and facilitation practice to prepare university faculty to train future Tajik Language teachers.

C. Monitoring and Evaluation

The Consultant will:

• Develop tools and a methodology for measuring the impact of the Tajik Language methodology course, including classroom observation tools and student/faculty feedback instruments.

• Establish a monitoring database and evidence-collection system 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 Tajik Language teaching and learning materials.

• Support peer learning and mentoring among course instructors.

• Deliver orientation/training seminars for base-school mentor teachers on use of the revised Tajik Language 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 and game-based learning, teacher-preparation protocols and recommendations for use of the new Tajik Language materials.

E. Revision, Finalization and Institutionalization

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

• Review pilot evidence and revise the Tajik Language methodology course modules (TLM, Active Learning, Organization of Learning Activities), programme, syllabus, Tajik translations and Moodle materials in collaboration with RTMC national expert teams.

• Develop, review and finalize competency-based tasks and related teaching and learning materials for the new Tajik Language textbooks, in line with the methodological approach applied in the new textbook series and in coordination with the Tajik Language working group.

• Finalize the blended and face-to-face components of the course; translate and localize Modules 3 and 4 and related materials for Moodle; refine the course programme and syllabus; prepare video scripts and production briefs; coordinate subject-matter aspects of filming and review; and prepare a publication-ready course package.

• 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 Mathematics 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 (indicative TJS 1,500 per 2-day trip, covering transport, accommodation and subsistence). 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 Assignment Overview	Deliverables/ Outputs	Delivery deadline and Input days
Payment #1 (1 Nov. – 31 Dec. 2026), total 42 w/ds , payable upon submission and acceptance of Deliverables #1–#5 by 30 November 2026.		
Inception and detailed workplan for the pilot	Del #1: Inception report and detailed workplan for the Tajik Language methodology course pilot (methodology, timeline, roles and risk log), endorsed by UNICEF.	31 Dec. 2026 7 days
Pilot implementation framework	Del #2: Pilot implementation framework for the Tajik Language methodology course, defining roles, monitoring protocols, Moodle support arrangements, evidence sources and reporting lines across the six pilot universities.	31 Dec. 2026 7 days
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 Dec. 2026 6 days
Technical guidance to faculty; rollout support	Del #4: First cycle of bi-weekly online coordination and Moodle-supported follow-up completed with Tajik Language 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 Dec. 2026 12 days
Development of M&E tools	Del #5: Draft classroom observation tool and student/faculty feedback instrument developed for monitoring the Tajik Language methodology course pilot, validated with RTMC.	31 Dec. 2026 10 days
Payment #2 (1 Jan. – 15 March 2027), total 48 w/ds		
University visits and coaching (round 1)	Del #6: First round of monitoring visits, on-site seminars and coaching sessions conducted across the six pilot universities for the Tajik Language methodology course; structured field reports document faculty participation, implementation evidence, challenges, agreed actions and recommendations.	15 March 2027 12 days

	Travel: **Round 1 monitoring visits:** **6 trips (1 per pilot university) x 2 days** **Destination: Dushanbe-Khujand, Panjakent, Kulob, Rasht and Bokhtar**	
Faculty training – end of 3rd semester	Del #7: Practice-oriented training seminar delivered for Tajik Language methodology course faculty, using active and game-based methods, microteaching and facilitation practice to prepare instructors to train future teachers and pilot the 'Organization of Learning Activities' module.	15 March 2027 6 days
Winter seminar – first semester pilot review	Del #8: Winter seminar conducted with Tajik Language methodology course instructors to review first-semester piloting of the TLM and Active Learning modules, including the localized Moodle component; summary of evidence, feedback and agreed adjustments submitted.	15 March 2027 6 days
Monitoring of piloting – bi-weekly meetings	Del #9: 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.	15 March 2027 12 days
M&E database and progress reporting	Del #10: Monitoring and evidence-collection database established for the Tajik Language methodology course pilot; first quarterly pilot progress report submitted to UNICEF, MoES and RTMC.	15 March 2027 12 days
Payment #3 (16 March – 30 June 2027), payable upon submission and acceptance of Deliverables #11–#16		
University visits and coaching (round 2)	Del #11: Second round of monitoring visits and coaching sessions conducted at the six pilot universities; field monitoring reports with findings and recommendations submitted. **Travel:** **Round 2 monitoring visits:** **6 trips (1 per pilot university) x 2 days** **Destination: Dushanbe-Khujand, Panjakent, Kulob, Rasht and Bokhtar**	30 June 2027 12 day
Pilot data collection and analysis	Del #12: 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 8 day

Faculty training and refresher sessions	Del #13: Training/refresher sessions conducted for pilot university faculty on Moodle use, active and game-based learning, facilitation, assessment and revised Tajik Language TLMs; faculty practice in preparing future teachers to conduct such activities and peer learning documented.	30 June 2027 8 day
Revision of methodology course modules	Del #14: Tajik Language methodology course modules, programme, syllabus, Tajik translations and Moodle materials revised based on consolidated pilot evidence and terminology review, in collaboration with RTMC national expert teams.	30 June 2027 12 day
Subject-specific teaching and learning materials	Del #15: Competency-based tasks and related teaching and learning materials for the new Tajik Language textbooks developed, reviewed and finalized in line with the methodological approach applied in the new textbook series and feedback from the Tajik Language working group.	30 June 2027 10 day
Supplementary materials development	Del #16: Supplementary implementation package completed for the Tajik Language methodology course, including translated and localized Moodle materials for Modules 3 and 4, the revised programme and syllabus, 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.	30 June 2027 10 day
Payment #4 (1 July – 31 Oct. 2027), payable upon submission and acceptance of Deliverables #17–# 22		
End-of-year seminar and lessons learned	Del #17: End-of-year seminar conducted with Tajik Language methodology course instructors to evaluate the pilot of the "Organization of Learning Activities" module and consolidate overall lessons learned.	31 Oct. 2027 5 days
Capacity building for base-school mentor teachers	Del #18: Orientation/training seminars delivered for base-school mentor teachers on use of the revised Tajik Language TLMs and on supporting student-teachers during educational and pedagogical practice.	31 Oct. 2027 7 days

	Travel: **Base-school mentor-teacher seminars: 3 trips x 2 days;** **Destination: Dushanbe-Khujand, Panjakent, Kulob, Rasht and Bokhtar**	
Finalization of methodology course	Del #19: Blended and face-to-face components of the revised Tajik Language methodology course finalized; publication-ready version of the course and accompanying materials prepared.	31 Oct. 2027 9 days
Final pilot evaluation report	Del #20: Final pilot evaluation report for the Tajik Language methodology course, with recommendations for institutionalization and scale-up, submitted to UNICEF, MoES and RTMC.	31 Oct. 2027 8 days
Institutionalization and scale-up recommendations	Del #21: Recommendations for institutionalization and inputs to the national scale-up plan for the Tajik Language methodology course prepared and submitted.	31 Oct. 2027 6 days
Final reporting and handover	Del #22: Final assignment report summarizing key results, lessons learned, risks and recommendations; handover completed.	31 Oct. 2027 10 days

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 Qualification required:
Education: Bachlelors degree
Enter Disciplines:
•University degree (Bachelor's or higher) in Tajik Language and Literature, Philology, Pedagogy, or a closely related field.
•Additional training in competency-based education, school education, teacher preparation, curriculum development, Moodle/blended learning, translation or facilitation is an asset.
Work Experience:
●At least 8 years of relevant professional experience in Tajik language education, including practical school-level teaching or school-based methodological support and experience in teacher preparation, curriculum or methodology development under competency-based education reform.
●Demonstrated experience working directly with higher education institutions and university faculty is required. Experience serving in a national-level consultant or expert role within a pre-service/university reform team and supporting implementation across multiple institutions through field visits, on-site seminars, coaching and sustained follow-up is highly desirable.
●Previous experience in developing a Tajik Language methodology course and/or equivalent recent experience developing, translating, localizing and piloting a blended pre-service methodology course is highly desirable, as the assignment requires immediate continuity with the existing course materials, Tajik terminology, Moodle environment, video resources, evidence base and six-university network.
Language Requirements:
Proficiency in Tajik and Russian is required; knowledge of English (written and spoken) is an asset.
Knowledge/Expertise/Skills:
●Strong knowledge of competency-based education, active and game-based learning in Tajik Language education and literacy development, and use of teaching and learning materials; demonstrated ability to prepare teachers or university faculty to conduct such activities through practice-oriented training, microteaching and facilitation.
●Strong knowledge of the IsDB/GPE project, Phase I and Phase II, including its teacher development interventions, is an asset.
●Demonstrated hands-on experience using Moodle or a comparable LMS to translate, localize, revise or support a blended course, including work with course materials, participant support and basic implementation evidence.
Skills:
●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 provide or present verifiable samples of relevant work, such as a methodology-course unit, programme/syllabus, translated or localized

Moodle material, training scenario, analytical report, textbook-task sample, educational translation, or video script/production brief.

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 Tajik Language methodology courses, programmes, syllabi, new textbook tasks, textbooks or teacher guides is a strong asset. Experience translating and aligning educational terminology in Tajik, preparing educational video scripts and coordinating subject-matter aspects of filming is highly desirable.

Technical proposal:

Applicants must submit a technical proposal of a maximum of 3-5 pages that includes:

a)understanding of the assignment and a specific, feasible approach to piloting, monitoring and revising the Tajik Language methodology course in the six universities ;

b)workplan and timeline aligned with the deliverables and the academic calendar;

c)key risks identified with practical mitigation measures.

d) the milestones and key outputs to be produced;

e) the proposed approach and methodology for piloting, monitoring and revising the Tajik Language methodology course in the six pilot universities, and for capacity-building of course faculty, including key risks and mitigation measures;

f) a list of 3–5 directly relevant products or assignments, stating for each the candidate's exact role, date, institution/client and a link or reference contact where available (this list is used to score criteria 4–8).