

## TERMS OF REFERENCE

**Title: Consultancy on building national capacity to enhance Mother Language curriculum and develop teaching-learning materials for Grades 3-7 in schools in line with the competency-based approach**

### Assignment Summary Information

Relevant UNICEF output:	3.2. The Government has improved capacity to design and implement competency-based curricula and assessment at the preschool and basic education levels
Anticipated start date:	5 March 2020
Duration:	80 working days
Location:	Home-based, given ongoing COVID-19 Restrictions, with scope for in-country travel if restrictions are lifted in relevant jurisdictions.
Supervisor:	UNICEF Uzbekistan Chief of Education

### Background

Government of Uzbekistan has been undertaking several path-breaking reforms in education sector in the past couple of years. In line with the Government of Uzbekistan's Education Sector Plan 2019-2023 (ESP) Strategic Area 3: 'Curriculum and assessment', the Republican Education Centre (REC) under the Ministry of Public Education (MOPE) has been undertaking activities related to enhancing the curriculum of general secondary education. The main thrust of curricular reforms is to adopt a competency-based learning approach, by moving beyond the content driven approach prevailing now. This included the development of a new National Curriculum Framework (NCF) based on a competency-based approach, and the development of grade and subject specific curriculum content, and clear competency-based outcomes for learners, based on the NCF, as well as associated reviews of the new curriculum for gender, disability and social sensitivity. In view of this, MOPE requested UNICEF support its efforts to reform the education curriculum and teaching learning materials.

In 2019-2020, UNICEF provided technical support to develop the first ever NCF for the general secondary education system. Following the finalization of NCF, a roadmap for the whole process of revision and implementation of subject and grade specific curriculum for 5 core subject areas was developed. The Working Groups formed under the leadership of REC prepared initial drafts of the subject-specific curriculum and syllabuses, shared these for public and expert discussion and received throughout feedback.

Currently UNICEF is supporting the revision of Math, Science and Mother Language (Uzbek) curriculum for Grades 1 and 2 based on a review by experts and aspirations and feedback of the public. MOPE is planning to pilot this curriculum in April-May 2021 and implement the same for Grades 1 and 2 nationwide starting from September 2021.

Following this, MOPE plans to revise and pilot the new curriculum for Grades 3-7 in 2021-22 academic year, and implement it starting from September 2022.

In line with the curriculum reforms, new textbooks and other teaching-learning materials need to be developed and published. UNICEF supported a review of textbook policy in the country and conducted series of capacity development interventions including preparing the Guidelines for developing competency-based textbooks, several workshops and coaching sessions on key principles and considerations in text-books development. Currently UNICEF is supporting the development of textbooks and other teaching-learning materials for Math, Science and Mother Language (Uzbek) subjects for Grades 1 and 2.

Strengthening the capacity of the government to design and implement competency-based curricula is one of priority intervention under Outcome 3. “By 2025, more children, especially the most vulnerable, benefit from inclusive and equitable early childhood education, quality basic education and improved learning outcomes” in a new UNICEF and Government of Uzbekistan Country Programme, 2021-2025. To ensure these activities are implemented in a timely manner with acceptable quality, UCO Education Section requires assistance of an international professional individual to provide technical support throughout the process of revising Mother Language curriculum and developing associated teaching-learning materials for Grades 3-7 in schools in line with the competency-based approach.

### Objectives of the assignment

- Review Mother Language curriculum and education standards for Grades 3 - 7, provide comments and recommendations to ensure age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, as well as gender, disability and social sensitivity of the curriculum;
- Review Mother Language textbooks, teachers’ guides and students’ books for Grades 3 - 7, provide comments and recommendations to ensure the alignment with the revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment;
- Contribute to development of MOPE’s order and Guideline on piloting the Grades 1-7 curriculum in schools;
- In cooperation with authors of curriculum and teaching-learning materials prepare a training plan and training materials for trainings of trainers to prepare teachers for Mother Language curriculum for Grades 1 - 7 piloting and implementation and conduct ToT.

### Timeline & Deliverables

The deliverables are expected to be provided within 80 working days between 5 March – 30 November 2021:

	Tasks	Deliverables
<b>Inception Phase</b>		
1.	Introduction discussion with a commissioning team (UNICEF, MOPE and REC) on the assignment	1. Provisional workplan, with associated timeframes for deliverables. 2. Recommendations to finalize Mother Language Curriculum for Grades 1-2 ensuring its age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG
2.	Preparation of detailed planning of tasks of the consultant and UNICEF team to implement the ToR	
3.	Review NCF, Mother Language Curriculum and teaching-learning materials for Grades	

	1-2, provide recommendations to finalize it before piloting	<p>3. Detailed proposals and recommendations to finalize Mother Language teaching-learning materials for Grades 1-2 to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p> <p>4. Recommendations for MOPE's Order and Guideline on piloting Grades 1 and 2 curriculum in schools.</p>
4.	Review and provide recommendations for MOPE's Order and Guideline on piloting the curriculum in schools	
<b>Training of trainers to prepare teachers for Mother Language curriculum for Grades 1-2 piloting in schools</b>		
5.	Analyze training needs on the basis of desk review, interviews, group discussions and lesson plans analysis	<p>5. Plan of Training of trainers to prepare teachers for Mother Language curriculum for Grades 1-2 piloting in schools</p> <p>6. Training Materials and handouts</p> <p>7. Training report</p>
6.	Prepare a Training Plan in close cooperation with REC Mother Language Curriculum and Teaching-Learning Materials Working Group (SCLTMWG)	
7.	Conduct Training of Trainers (TOT) in line with the Training Plan	
8.	Prepare a training report based on training needs analysis and analysis of training evaluation	
<b>Revising Mother Language curriculum and teaching learning materials for Grades 3-7</b>		
9.	Review Mother Language curriculum and education standards for Grades 3 - 7, provide comments and recommendations to ensure age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, as well as gender, disability and social sensitivity of the curriculum;	<p>8. Detailed recommendations and proposals for Grade 3 Mother Language Curriculum ensuring its age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG</p> <p>9. Detailed proposals and recommendations to finalize Grade 3 Mother Language teaching-learning materials for to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p> <p>10. Detailed recommendations and proposals for Grade 4 Mother Language Curriculum ensuring its age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG</p> <p>11. Detailed proposals and recommendations to finalize Grade 4 Mother Language teaching-learning materials for to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p> <p>12. Detailed recommendations and proposals for Grade 5 Mother Language Curriculum ensuring its age appropriate content in line with best international practices, clear</p>
10.	Review Mother Language textbooks, teachers' guides and students' books for Grades 3 - 7, provide comments and recommendations to ensure the alignment with the revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment	

		<p>measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG</p> <p>13. Detailed proposals and recommendations to finalize Grade 5 Mother Language teaching-learning materials for to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p> <p>14. Detailed recommendations and proposals for Grade 6 Mother Language Curriculum ensuring its age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG</p> <p>15. Detailed proposals and recommendations to finalize Grade 6 Mother Language teaching-learning materials for to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p> <p>16. Detailed recommendations and proposals for Grade 7 Mother Language Curriculum ensuring its age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG</p> <p>17. Detailed proposals and recommendations to finalize Grade 7 Mother Language teaching-learning materials for to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p>
<b>Training of trainers to prepare teachers for Mother Language curriculum for Grades 3-7 piloting in schools</b>		
11.	Analyze training needs on the basis of desk review, interviews, group discussions and lesson plans analysis	18. Training Plan 19. Training Materials and handouts 20. Training report 21. Final report of the assignment
12.	Prepare a Training Plan in close cooperation with REC Mother Language Curriculum and Teaching-Learning Materials Working Group (SCLTMWG)	
13.	Conduct Training of Trainers (TOT) in line with the Training Plan	
14.	Prepare a training report based on training needs analysis and analysis of training evaluation	

### Methodology/Activities

Activities that need to be undertaken to ensure quality results are listed in the section above.

### Management

The consultant will report to and work under the direct supervision of UNICEF Uzbekistan Chief of Education. UNICEF Uzbekistan Education Officer is the main focal point and liaison between the consultant, UNICEF and its partners. The SCLTMWG will be placed at the Republican Education Centre and the Consultant will technically be leading and closely working with both of them. At the training of trainers and piloting stage the consultant will also collaborate with regional departments of education with the support from REC and UNICEF Education Officer. All outputs of this TOR are subject for the review of UNICEF Education Officer and MOPE Main Department in charge of organization of educational process in general secondary schools.

It is anticipated that in 2021 UNICEF will commission two other international consultants to support enhancing Math and Mother Language curriculums for Grades 3-7 and developing associated teaching-learning materials.

In addition, the shift from a content-driven current curriculum to a more competency-based learning approach would require reforming the associated approach to examinations and assessments of learning outcomes. Hence, in 2020, UNICEF engaged an international consultant to build national capacity to revise assessment systems in line with the competency-based approach.

It is required that the four consultants responsible for these distinct, but overlapping, areas of support will need to work together closely, to coordinate their respective efforts, and ensure a consistent and comprehensive approach.

#### Resource requirements and payments

The consultancy will be paid by bank transfer and upon acceptance of deliverables in accordance with the following payment schedule:

#	Deliverables	Estimated timeframe	Instalment payments
1	1. Provisional workplan, with associated timeframes for deliverables. 2. Recommendations to finalize Mother Language Curriculum for Grades 1-2 ensuring its age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG 3. Detailed proposals and recommendations to finalize Mother Language teaching-learning materials for Grades 1-2 to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG 4. Recommendations for MOPE's Order and Guideline on piloting Grades 1 and 2 curriculum in schools.	March 2021, 10 working days	12.5%
2	5. Plan of Training of trainers to prepare teachers for Mother Language curriculum for Grades 1-2 piloting in schools 6. Training Materials and handouts 7. Training report	March – April 2021, 10 working days	12.5%
3	8. Detailed recommendations and proposals for Grade 3 Mother Language Curriculum ensuring its age appropriate content in line with best international practices, clear measurable competency-based		12.5%

	<p>outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG</p> <p>9. Detailed proposals and recommendations to finalize Grade 3 Mother Language teaching-learning materials for to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p>		
4	<p>10. Detailed recommendations and proposals for Grade 4 Mother Language Curriculum ensuring its age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG</p> <p>11. Detailed proposals and recommendations to finalize Grade 4 Mother Language teaching-learning materials for to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p>	<p>April – August 2021, 50 working days</p>	12.5%
	<p>12. Detailed recommendations and proposals for Grade 5 Mother Language Curriculum ensuring its age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG</p> <p>13. Detailed proposals and recommendations to finalize Grade 5 Mother Language teaching-learning materials for to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p>		12.5%
	<p>14. Detailed recommendations and proposals for Grade 6 Mother Language Curriculum ensuring its age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG</p> <p>15. Detailed proposals and recommendations to finalize Grade 6 Mother Language teaching-learning materials for to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p>		12.5%
	<p>16. Detailed recommendations and proposals for Grade 7 Mother Language Curriculum ensuring its age appropriate content in line with best international practices, clear measurable competency-based outcomes for learners, gender, disability and social sensitivity are provided and discussed with SCLTMWG</p> <p>17. Detailed proposals and recommendations to finalize Grade 7 Mother Language teaching-learning materials for to ensure the alignment with revised curriculum, pedagogy which supports learners and teachers, and guidance on assessment are provided and discussed with SCLTMWG</p>		12.5%
	<p>18. Plan of Training of trainers to prepare teachers for Mother Language curriculum for Grades 3-7 piloting in schools</p> <p>19. Training Materials and handouts</p>	<p>August - September 2021,</p>	12.5%

20. Training report 21. Final report of the assignment	10 working days	
<b>Total</b>	80 working days	100%

The assignment may require three in-country visits (Tashkent, Uzbekistan). All travel-associated expenses will be covered by UNICEF, according to UNICEF rules and regulations.

According to UNICEF policy, the final fee will be set up based on the “best value for money” principle.

80 working days are allocated for accomplishment of all tasks and deliverables within the period of March - November 2021. The Consultant fee will be paid upon successful completion of each deliverable and certification by supervisor. All expenses will be charged against thematic funds (OR) funding.

**Required qualifications, areas of expertise or selection criteria**

Qualification/Expertise/Criteria	Means of Verification/ Assessment	Assessment Criteria
Post-graduate degree in social sciences preferably in one of the specialized fields of education	Examination of a copy of the university degree	4 points for Bachelors, 6 points for Masters, 10 points for PhD. Minimum acceptable score: 4
Understanding of, and experience in curriculum and teaching-learning materials development and competency-based education, including at international level, as well as in-depth knowledge and expertise in the field of assessment practices, and of drafting case-studies on exemplars of good practice.	Interview; Examination of applicant's resume and if necessary, reference check; evidence from previous assignment deliverables	4 points for 5 years' experience in curriculum development and competency-based education, including at international level; every additional year experience fetches 1 additional points. Minimum acceptable score: 6
Experience in organizing and conducting trainings and workshops.	Examination of applicant's resume and if necessary, reference check	4 points for 5 years of experience; one point each for additional years of experience Minimum Acceptable Score: 6
Good knowledge of International students' assessment programmes, such as PISA, PIRLS, TIMSS, as well as international benchmarking approaches, and comparative international approaches to assessment.	Interview; evidence from previous assignment deliverables	

Good analytical and report writing skills	examination of evidence from previous assignment deliverables	15 points: Text has no linguistic flaws, a very good logical flow and communicates the message very well Minimum Acceptable Score: 10
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### Procedures and Working Conditions

The assignment will be home-based but will include three in-country visits (Tashkent, Uzbekistan). UNICEF will ensure the detailed briefing and feedback for the consultant via Skype and/or other online tools. Relevant UNICEF documents pertaining to the assignment will be provided.

### Reservations

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if deliverable(s) incomplete, not finalized or for failure to meet deadlines. UNICEF will reserve copyright of all developed materials and own primary data collected through this assignment. The materials cannot be published or disseminated without prior written permission of UNICEF. UNICEF will be free to adapt and modify them in the future. The contractor must respect the confidentiality of the information handled during the assignment. Documents and information provided must be used only for the tasks related to these terms of reference.

UNICEF undertakes no liability for taxes, duty or other contribution payable by the consultant on payments made under this contract.

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