**TERMS OF REFERENCE**

**for** **Institutional Consultancy for Improving the Quality and Relevance of the Vocational Education and Training in the Republic of Tajikistan**

Project: TJK1035 – Technical and Vocational Education and Training Project in the Mountainous Regions of the Republic of Tajikistan

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1. **BACKGROUND INFORMATION**
2. The Government of the Republic of Tajikistan has received financing from the Islamic Development Bank (IsDB) to cover the costs of the "Technical and Vocational Education and Training in the Mountainous Regions of the Republic of Tajikistan" project. It intends to allocate part of the funds for consulting services.
3. The Committee on Primary and Secondary Vocational Education under the Government of the Republic of Tajikistan intends to use part of the proceeds to hire a consulting firm to enhance the quality and relevance of vocational education and training. The consulting services will support the Committee on Primary and Secondary Vocational Education (CPSVE) under the Government of the Republic of Tajikistan (Executing Agency) in the following areas:

(i) Reviewing the current system of vocational and technical education and training in Tajikistan and providing recommendations for improvement; (ii) Developing an action plan with cost estimations to improve the vocational and technical education and training system; (iii) Reviewing/developing new curricula for selected fields; (iv) Developing a communication strategy to enhance the attractiveness of vocational and technical education and training; (v) Building the capacity of the Committee’s staff and local experts in policy and curriculum development, as well as designing and conducting communication campaigns.

1. The Consultant shall provide regular quarterly progress reports and inform the Executing Agency (EA) and IsDB of the project’s implementation. The Consultant’s scope of work shall specifically include measuring, recording, and reporting on the progress of key performance indicators related to Component 2 of the project. The consulting services will be procured using IsDB’s Quality- and Cost-Based Selection (QCBS) method, with a shortlist of firms from IsDB member countries.
2. **PROJECT OVERVIEW**

**Project Objective:**

1. The project aims to support the efforts of the Government of Tajikistan in reducing unemployment among vulnerable groups, particularly young people aged 15-35 and women aged 18-49 in the mountainous regions of the country. The project will enhance access to vocational education/training, skills development, and employment opportunities for graduates of vocational institutions.

**Expected Impact:**

1. The impact will be achieved through outcome-level results (over three years of project implementation), including: (i) 80% of students completing training in the TVET system find employment (baseline: 40%); (ii) Employer satisfaction with TVET-trained students increases to 60% (baseline: 10%); (iii) New curricula and soft skills development courses are fully adopted in TVET institutes. Additionally, output-level results (by the end of 2027) include: (i) Construction/rehabilitation and equipping of 9 vocational education/training centers; (ii) Organization of three job fairs/exhibitions to facilitate employment opportunities for graduates; (iii) Development of a career guidance and employment platform for TVET beneficiaries; (iv) Updating the TVET curriculum for five high-demand vocational fields; (v) Integration of five soft skills development courses into the TVET methodology; (vi) Training of 44 trainers and instructors.

**Project Components:**

1. **Component 1 – Improving Access to Vocational Training:** Under this component, the project will improve access to a student-friendly vocational training environment, equipped with appropriate furniture and equipment through the rehabilitation of two training institutions, construction of six new vocational and technical education and training centers, as well as the construction/rehabilitation of one dormitory, and equipping these facilities with modern equipment and furniture. It is expected that the consulting firm will provide technical assistance in reviewing and refining the list of equipment and training materials provided to vocational and technical education centers to ensure alignment with the new curricula.
2. **Component 2 – Enhancing the Quality and Relevance of Vocational Education and Training.** Within this component, the project will support the following key activities: (i) Labor market analysis to understand the current and future market needs and skills demand. This landscaping will inform the selection of programs to be developed for the new curriculum and capacity-building activities, helping to avoid the common mismatch between market needs and graduate competencies. (ii) Equipping selected TVET centers with equipment and educational resources to ensure high-quality implementation of the newly developed curriculum. (iii) Establishing/upgrading a career guidance platform to accelerate employment opportunities and the transition from education to work. (iv) Strengthening the TVET system’s capacity, including curriculum development/revision, integration of soft skills and employability skills into existing curricula, development of a training module providing hands-on experience, and fostering business and entrepreneurship skills. Additionally, enhancing remote learning by developing short-term online courses and digitalizing selected curriculum, supporting demand-creation campaigns, developing an accreditation system for TVET, and training trainers.
3. The details of these activities will be reviewed/updated after the completion of the initial phase and the analysis of the current situation, which may result in adjustments to the structure of soft activities.
4. To meet some of the capacity-building needs identified under this project, the Bank will use its Reverse Linkage Mechanism in addition to other project implementation mechanisms. Reverse Linkage is a peer-to-peer technical cooperation mechanism through which the Bank connects the beneficiary country with a provider country that has proven expertise in a specific thematic area. For this project, the Bank will identify a provider country with a strong track record in designing and implementing successful TVET programs and link them with project beneficiaries to transfer know-how, expertise, and resources for: (i) Identifying specific challenges and areas for improvement through a diagnostic study; (ii) Developing recommendations and an action plan to strengthen the TVET system’s capacity through advanced curriculum development, improved teaching methodologies, and quality assurance measures; (iii) Determining thematic areas for vocational training and adapting specific instructor training programs to enhance trainer qualifications; (iv) Providing various training tools and equipment for vocational training courses, where feasible; (v) Digitalizing curricula and developing distance learning/teaching materials.
5. Through its Reverse Linkage Mechanism, the Bank will provide a $150,000 grant to support this component. Additionally, the Bank will facilitate resource mobilization from partner institutions and the provider country to increase funding for this component. The provider country will be selected through a competitive process conducted by the Bank. Currently, efforts are underway to identify suitable expertise providers from the region, including countries such as Turkey, which has significant experience in developing and implementing TVET programs to improve youth employment.
6. **Component 3 – Financial Management and Audit.** Appoint an independent audit firm to conduct a thorough financial audit, ensuring the proper use of project funds.
7. **Component 4 – Project Management and Support. (i)** Establish a dedicated Project Implementation Group (PIG) to oversee project execution. (ii) Engage a qualified consultant to review project documentation, equipment lists, and procurement procedures and oversee project activities to ensure compliance with technical standards. (iii) Conduct project mid-term review workshops and develop a comprehensive project implementation manual.
8. **Component 5 – Zero-Value Contingency Component for Emergency Response.** Allocate project resources to facilitate emergency response in the event of natural disasters or unforeseen circumstances.

**Project Location**

1. The project will cover mountainous and remote areas, including Khatlon Region, Districts of Republican Subordination (DRS), Dushanbe.
2. The project will specifically target Technical and Vocational Education and Training (TVET) institutions in the following locations Temurmalik, Kushoniyon, Farkhor, Bokhtar, Danghara, and Khovaling, Zafarabad, and the city of Dushanbe.
3. **SCOPE AND OBJECTIVES OF THE ASSIGNMENT**
4. The primary objective of this assignment is to provide technical support to the CPSVE (EA/PIG) in implementing Subcomponent 2.3 – Enhancing the Capacity of the TVET System to Deliver High-Quality Vocational Education Aligned with Local and Regional Market Needs.
5. The specific objectives of the assignment will include the following:

**Providing technical assistance in:**

* Conducting a diagnostic study to identify current system needs.
* Developing key policy documents and mechanisms for their implementation.
* Developing new curricula for selected areas, including soft skills programs (entrepreneurship, integration of transversal competencies, etc.), along with trainer materials.
* Developing online learning materials (courses).
* Creating demand-generation strategies and tools.
* Preparing equipment specifications necessary for implementing new curricula.
* Enhancing the governance and financing system.
* Training and upgrading TVET instructors.
* Strengthening the dual education system.
* Enhancing engagement with businesses and international organizations.
* Promoting vocational professions and increasing the prestige of TVET.

**Continuous capacity development of CPSVE Committee staff and local experts through:**

* Conducting a needs assessment for human resource capacity within the CPSVE Committee.
* Developing a capacity-building plan in key project-related areas.
* Engaging CPSVE Committee staff and local experts in the co-development of all policy documents and curricula.
* Organizing workshops, training sessions, and other capacity-building events in key project implementation areas.
* Providing ongoing feedback sessions and tools throughout the policy development and curriculum design process, including quality assurance of prepared documents.
* Designing and implementing capacity-building programs for instructors of new curricula.

1. **DETAILED DESCRIPTION OF CONSULTANT’S TASKS**

**Activity Area 1: Strengthening the Capacity of the TVET System in Policy Development and Implementation**

**Task 1: Conduct a Diagnostic Study of the System**

1. The Consultant will conduct a diagnostic study of the system to identify areas for improvement, including, but not limited to, the following aspects: existing policies and their implementation mechanisms, alignment of current curricula with labor market needs, capacity-building needs of the CPSVE Committee, engagement with development partners and the private sector, demand for TVET services provided by relevant CPSVE institutions, and etc. Activities under this task may include:

* Developing the methodology and tools for the diagnostic study.Conducting the diagnostic study based on the methodology and tools approved by the CPSVE Committee.
* Presenting the findings to the CPSVE Committee and partners (roundtable discussion).
* Finalizing the diagnostic study report and delivering the final presentation.

**Deliverables:**

**1. Approved Diagnostic Study Methodology and tools.**

**2. Approved Diagnostic Study Report**

### **Task-2: Develop Costed Action Plan**

1. Following the completion of the diagnostic study, an Action Plan will be developed to identify key areas for reform and interventions. The Action Plan will include a financial assessment to determine the funding requirements necessary to initiate new reforms. Key interventions under this task may include:

* Establishing a task force for Action Plan development (comprising representatives of key TVET system stakeholders).
* Developing the Action Plan through ongoing engagement of key stakeholders.
* Conducting a cost estimation for the Action Plan.
* Delivering the final presentation of the Action Plan.

**Deliverables:**

**1. Approved Costed Action Plan (this document might be named differently depending on the needs of the CPSVE committee)**

**Task 3: Improvement of the Regulatory Framework**

1. The improvement of the regulatory framework includes a review of all relevant legal acts in areas such as labor, migration, employment, vocational education, healthcare and social protection, industry, and others. Key interventions include:

* Aligning legislation with modern labor market requirements.
* Introducing mechanisms to stimulate investments in TVET.
* Developing public-private partnerships (PPP) in the TVET sector.

**Deliverables:**

**1. Updated laws and regulations aligned with international standards.**

**2. New financing mechanisms introduced for TVET, including public-private partnerships (PPP).**

**3. Mechanisms for incentivizing investors/employers’ engagement in the TVET system.**

**4. Mechanisms for Strengthening linkages between educational institutions and employers.**

**Activity Area 2: Enhancing the Capacity of the Technical and Vocational Education and Training (TVET) System in Curriculum Development**

**Task 1: Develop Competency Standards and Curricula (Standards and Programs) for Selected Professions**

1. In close collaboration with the CPSVE Committee, the Consultant will identify high-demand professions with outdated curricula. The Consultant will provide technical assistance to the CPSVE Committee in revising outdated curricula/developing new market-aligned curricula. These curricula must include competency standards, training programs, and trainer materials and other relevant documents. All curriculum documents must ensurethey are inclusive and respond to the needs of all students, including those with special needs. . Activities under this task may include:

* Reviewing existing **educational standards** and identifying standards for revision/development.
* Assess **existing curricula** and identify programs for revision/development.
* Developing **templates for curriculum revision**, including **quality assurance tools**, as well as tools ensuring **gender sensitivity and disability inclusion** in curricula.
* **Enhancing the capacity of curriculum developers** to design **market-oriented curricula** using modern teaching methodologies.
* **Revising/developing new curricula**.
* Developing an **employment-readiness module** for inclusion in TVET curricula.
* Training **master trainers** on new curricula.

**Deliverables**

**1. Approved set of inclusive and gender-sensitive training documents for selected professions.**

**2. Approved Modules for selected 10 professions and “Soft Skills/Employability” module.**

**3. Analysis of the current professional development in TVET with recommendations for improvement of the system and sustainable use of the modules developed within the project.**

**4. 45 master trainers (from 16 TVET institutions) trained in delivering new/revised curricula.**

**Task 2: Development of Online Courses Based on the New Curriculum**

1. In close collaboration with the CPSVE Committee, the Consultant will identify short-term courses and develop digital materials for the selected course(s) (online or blended learning courses). The developed digital materials will be made available in the Learning Management System (LMS) of the TVET Information Management System. A group of local experts will be trained in developing high-quality digital materials for vocational training, along with guidelines for online course certification. Activities under this task may include:

* Providing technical support to the CPSVE Committee to finalize the Learning Management System (LMS) development, ensuring that the platform meets the needs of the TVET system for online and blended learning.
* Implementing a capacity-building program for local experts in developing digital training materials for vocational education.
* Developing digital materials for selected courses by the revised curriculum (10 selected professions).

**Deliverables:**

**1. At least 10 specialists trained in developing digital materials for vocational education.**

**2. Digital materials developed for selected vocational training courses.**

**Task 3. Development of Demand- Generation Strategy and Communication Materials**

1. This task will involve providing technical support to the CPSVE Committee in developing a demand-generation strategy and communication materials targeted at youth and women to make vocational education more attractive to them. Activities under this task may include:

* Developing a demand-generation campaign and communication materials.
* Distributing the materials through selected TVET institutions.

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| **Deliverables:**   * **Approved demand-generation strategy.** * **Endorsed communication materials piloted in at least four TVET institutions.** * **At least five communication specialists trained in developing communication materials and managing social media channels.** |

**Task 4: Review and Refinement of Existing Equipment Lists**

1. The project will equip existing and new TVET facilities with digital infrastructure and specialized equipment for each profession/course, including those with updated curricula. The Consultant will provide technical assistance to the CPSVE Committee in finalizing the equipment list with detailed specifications. Activities under this task may include:

* Conducting a comprehensive analysis and potentially revising the existing equipment list proposed by the Executing Agency, ensuring alignment with current TVET trends and ongoing reforms.
* Ensuring compliance with approved accessibility standards (international best practices if national standards are not available) when selecting equipment.
* Developing comprehensive technical specifications for all equipment necessary to provide high-quality vocational training, including practical experience components.

**Deliverables:**

**1. Refined and finalized equipment and materials lists, including assistive technologies.**

**2. Detailed technical specifications for all equipment.**

**Task 5: Support in development of the Dual Education System**

1. The CPSVE is planning to launch a dual education system. The reform is at initial stages; therefore support is needed to provide recommendations on its launch and sustainable development. The Consultant is expected to:

* Carry out an analysis of the existing system to identify the gaps and opportunities for establishment of Dual Education System.
* In close collaboration with CPSVE, develop mechanisms and regulations for the establishment of the system.
* Ensure communication materials on dual education are developed and included in Task 3 of the current Activity area 4.
* Develop training programmes for employers on dual education system.

**Deliverables:**

**1. Mechanism and regulations for the establishment of the dual system, collaboration for internships between TVET institution and employer.**

**2. Approved training programmes/communication strategy for employers on dual education.**

**V. KEY REPORTING REQUIREMENTS**

1. **Diagnostic Study Report:** The Diagnostic Study Report provides a detailed analysis of the current situation in the TVET sector in Tajikistan, identifying potential challenges and areas for improvement. Data collection for the report should include a thorough review of existing documents (policies, curricula, reports, and studies), interviews with key stakeholders, and visits to selected TVET institutions. The report structure should be finalized in close collaboration with the CPSVE Committee and should address its immediate needs for system reform.
2. **Progress Reports:** The Consultant will contribute to monthly, quarterly, annual, and completion reports prepared by the Project Supervision Consultant and PIU (Executing Agency), covering Component 2.3 implementation progress in accordance with the approved Implementation Plan and Monitoring & Evaluation Framework.

**5.3. Report Characteristics:**

* All reports must reflect progress against approved implementation plans.
* They must identify implementation challenges, delays, or issues and propose solutions.
* Financial reports should include expenditures and remaining balances.
* Reports should present the independent perspective of the Consultant and highlight critical issues requiring the attention of the Government and IsDB (for Component 2.3).

**5.4. Deliverable Submission Timeline:** Tentative timelines are outlined below. A detailed implementation plan and deliverable submission schedule will be included in the contract.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Deliverable | Year 1 | | | | Year 2 | | | |
| Quarter | | | | Quarter | | | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Approved methodology and diagnostic study tools |  |  |  |  |  |  |  |  |
| Approved diagnostic Report |  |  |  |  |  |  |  |  |
| Approved Costed Action Plan |  |  |  |  |  |  |  |  |
| Updated laws and regulations aligned with international standards. |  |  |  |  |  |  |  |  |
| Mechanisms for incentivizing investors/employers’ engagement in the TVET system. |  |  |  |  |  |  |  |  |
| Approved set of inclusive and gender-sensitive training documents for selected professions |  |  |  |  |  |  |  |  |
| Approved Modules for selected 10 professions and “Soft Skills/Employability” module. |  |  |  |  |  |  |  |  |
| An analysis of the current professional development in TVET with recommendations for improvement of the system and sustainable use of the modules developed within the project. |  |  |  |  |  |  |  |  |
| 45 master trainers (from 16 TVET institutions) trained in delivering new/revised curricula. |  |  |  |  |  |  |  |  |
| At least 10 professionals trained in the development of digital materials for professional learning |  |  |  |  |  |  |  |  |
| Digital materials developed for selected vocational training courses |  |  |  |  |  |  |  |  |
| Approved demand generation strategy |  |  |  |  |  |  |  |  |
| Approved communication materials piloted by at least two vocational education and training institutions |  |  |  |  |  |  |  |  |
| Refined and finalized lists of equipment and materials, including assistive technologies. |  |  |  |  |  |  |  |  |
| Detailed technical specifications of all equipment |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Mechanism and regulations for the establishment of the dual system, collaboration for internships between TVET institution and employer** |  |  |  |  |  |  |  |  |
| **Approved training programmes/communication strategy for employers on dual education.** |  |  |  |  |  |  |  |  |

**Deliverable submission requirements:**

|  |  |
| --- | --- |
| Languages | * + All deliverables should be submitted in English and Tajik (or Russian if so, preferred by EA). |
| Electronic copies | * + Send an electronic copy in Acrobat (.pdf) and MS Word format to EA/PIG and IsDB each time the report is sent. |
| Printed copies | * + Provide hard copies of the EA/PIG in English and Russian with the invoices upon request |
| Review and approval of results | The Consultant is required to ensure a co-design process that engages EA staff and local stakeholders throughout. By establishing such processes, the Consultant will ensure institutional ownership of the products/outcomes.  All deliverables a system level products will require EA institutional approval as system accepted products. Each product will require proof of approval (regulation, confirmation letter, or other document that the product has been accepted by the EA).  IsDB/PIG/EA can provide feedback and guidance on the development process and product/outcome design. |
| **Delay in deliveries** | * + If the Consultant fails to deliver any part of the agreed deliverables by the deadline and fails to provide a reasonable justification for the delay, the Client will be entitled to apply penalties.   + The penalty will be calculated at the rate of 0,1% of the value of the overdue deliverables for each week of delay.   + The amount of the penalty may not exceed 10% of the total value of the overdue delivery. |

Donor Visibility. As this project is funded by IsDB, the Consultant should support the EA/PIG in ensuring proper visibility of these resources. The Bank's Communications Unit can provide guidance on aspects of visibility. Here are some potential measures:

* All documents prepared by the Consultant shall acknowledge donor support and include the IsDB logo, if applicable.
* Public communications related to the project, such as press releases, should indicate IsDB's support.
* Local IsDB representatives should be invited to any public events organised to promote the project, such as press conferences, inaugurations or stakeholder participation programmes.

1. **COMPOSITION AND QUALIFICATIONS OF THE CONSULTANT TEAM**
2. The Consultant shall possess the following minimum qualifications:
   1. **Experience:**

* More than 10-15 years working in educational reforms, educational project management, particularly in the field of training and education, educational policy and curriculum development.
* Experience in the Central Asian region is a significant advantage. Knowledge of the local context, legislation and market is preferred.
* Proven experience with Islamic Development Bank projects or similar IDB-financed projects is a significant advantage.
* Experience in successful completion of projects with positive evaluations by EA, PIG and/or Islamic Development Bank/other development organizations is highly valued.
  1. **Team Structure:**

The consultant should be able to form a team of the following composition:

* **Key experts: highly qualified and experienced international and national staff with expertise in key project areas.**
* **Non-key experts: additional staff with relevant skills and experience.**
* **Support staff: staff for administrative and logistical tasks (e.g. translator, office manager, driver).**

To provide a basis for evaluating the financial proposal, a summary of the minimum number of professional staff and estimated labour costs in person-months is provided below.

| **№**  52 | **Position** | **No. of experts** | **Quantity of people/month.**  **(time, months)** |
| --- | --- | --- | --- |
| **А** | **Key staff** |  |  |
| 1 | Team Leader, TVET expert (international expert) | 1 | 24 |
| 2 | Deputy Team Leader / TVET expert (national expert) | 1 | 24 |
| 3 | Expert in the development of standards and training materials (international expert) | 1 | 12 |
| 4 | Expert in standards development (national expert) | 2 | 40 |
| 5 | Expert on education and curricula (plans, modules) (national expert) | 2 | 40 |
| **В** | **Non-expert** |  |  |
| 6 | Expert on management and organization of educational processes | 1 | 12 |
| 7 | Expert in sector partnership and communication | 1 | 12 |
| 8 | Expert on digital technologies in education | 1 | 12 |
| **С** | **Support staff** |  |  |
| 9 | Translator | 1 | 24 |
| 10 | Editor | 1 | 6 |
| 11 | Designer | 1 | 6 |
|  | **Total** | **13** | **172** |

*Note: CVs of all key personnel must be provided.*

* 1. **Staffing flexibility:**
* The Consultant may propose additional professional experts, beyond the minimum requirements, if deemed necessary for the successful completion of the project, and/or modify the working hours for their employment
* The Consultant is expected to maintain sufficient support staff throughout the project
  1. **Deployment and Coordination:**
* Deployment of professional staff during project implementation will be done in coordination with the EA/PIG. This ensures a balanced allocation of resources based on project progress and contract milestones.
  1. **Detailed Personnel Qualifications:**

The specific qualifications required for each key EA position are outlined below.

*Note: An ‘International Expert’ is defined as an expert with experience in at least two regions outside their home region. International experts are expected to be fluent in English and all other team members are expected to have a working knowledge of English.*

|  |  |
| --- | --- |
| * 1. **Team Leader, VET Expert (International Expert)** | **Education:** Higher education and professional qualification in vocational education (especially vocational education and training), project management or a related field.  **Experience:**   * 10 years of experience as a team leader in managing three (3) internationally funded projects of similar nature in different regions. * About experience in educational projects. * Experience in projects financed by the Islamic Development Bank (IsDB) or other international donors, especially in Central Asia, is a significant advantage.   **Skills:**   * Excellent communication skills (written and oral) in English to handle design documentation, status reports and reports. * Strong analytical skills and ability to write analytical reports; |
| * 1. **Deputy Team Leader / VET Expert (National Expert)** | **Education:** Higher education and professional qualification in economics and project management or a related field.  **Experience:**   * At least 8 years of experience in educational projects, including at least 4 years in technical and vocational education and training projects; * Experience in at least 2 similar projects financed by MDB. * Previous work in projects financed by the Islamic Development Bank (IDB) or other international donors, especially in Central Asia, is a significant advantage.   **Skills:**   * Excellent communication skills (written and verbal) to handle design documentation, status reports and reports. * Strong analytical skills and ability to write analytical reports; |
| * 1. **Expert in the development of standards and educational materials (international expert)** | **Education:** Higher education in social sciences and related field of activity;  **Experience:**   * At least 10 years of experience in developing competency standards using functional analysis, competencies for national qualifications; * experience in developing assessment tools; |
| * 1. **Standards Development Expert (National Expert)** | **Education:** Higher education in social sciences and related field of activity;  **Experience:**   * At least 7 years of experience in developing competency standards using functional analysis, competencies for national qualifications; * experience in developing assessment tools; |
| * 1. **Expert on education and curricula (plans, modules) (national expert)** | **Education:** Higher education in social sciences and related field of activity;  **Experience:**   * At least 7-10 years of experience in the field of education; * Experience in developing standards, programs and curricula; * Experience in at least three (2) similar projects financed by the Islamic Development Bank (or similar multilateral development bank). |
| * 1. **Expert in management and organization of educational processes** | **Education:** Higher education in economics and management in education, social science, management in education (Master's or PhD)  **Experience:**   * At least 7-10 years of experience in the field of education management. * Development of educational strategies, reforms and national standards. * Implementation of modernization of educational processes, digital technologies in education. * Development and implementation of educational projects. * Managing risks and changes in the educational environment. |
| * 1. **Industry Partnership and Communications Expert** | **Education:** Higher education in social sciences and related field of activity;  **Experience:**   * experience and interaction skills in the field of public-private partnership (PPP) development. * work experience in competency-based training * experience in improving the efficiency of various TVE systems. |
| * 1. **Digital Education Specialist** | **Education:** Higher in the field of information technology and systems.  **Experience:** at least 5-10 years of experience in IT and digital education.   * Experience in the development and implementation of digital educational platforms (LMS, e- learning, online courses). * Experience with cloud technologies and databases in educational projects. Development of interactive multimedia courses and distance learning. * Experience in integrating AI, Big Data, Learning Analytics into educational processes. * Experience in implementing interactive tools and educational applications. * Experience in developing mobile educational solutions and web applications. * Working with automated education management systems (AEMS). |
| * 1. **Translator** | **Education:** Higher philological, linguistics, international relations.  **Experience:**   * Minimum 3-5 years of experience in translating official documents. * Experience working with international companies. * Skills of consecutive oral translation. * Knowledge of terminology in the field of education. * Work on projects and mastery of style. |
| * 1. **Editor** | **Education:** Higher education in social sciences, philology;  **Experience:**   * Minimum 5 years of experience as an editor; * Experience in editing educational materials; * Knowledge of modern editorial and publishing technologies; * Knowledge of the procedure for preparing materials for publication. |
| * + 1. **Designer** | **Education:** With a bachelor's or master's degree  **Experience:**   * Minimum 5 years of experience as a designer; * Experience in design of educational materials; * Knowledge of modern editorial and publishing technologies; * Knowledge of various programs for creating and editing graphics ( **Adobe Photoshop , Adobe Illustrator , Corel Draw , Sketch ;** * About the experience of creating interactive prototypes for testing and presenting ideas. |

**VI. SERVICES TO BE PROVIDED TO THE CONSULTANT**

**8.1. Services Provided by EA/PIG:**

* All relevant reports, studies, and documents required for the project will be provided free of charge.
* Assistance with obtaining visas and entry permits to Tajikistan (if possible).
* Support in organizing meetings with stakeholders, beneficiaries, and local authorities upon the consultant's request.
* Assistance in obtaining necessary project approvals from Tajikistani authorities.

**8.2. Services NOT Provided by EA/PIG:**

* Office space, equipment, communication tools, and interpretation services. The consultant is responsible for procuring this equipment and transferring it to EA/PIU upon project completion in accordance with the agreed procedures.

**VII. CONSULTANT PERFORMANCE EVALUATION**

**9.1. The Consultant’s performance will be evaluated based on the following key criteria:**

a. **Timeliness:** Compliance with all agreed project deadlines.

b. **Quality:** Deliverables must be accurate, complete, and meet the required standards specified in the TOR. c. **Relevance:** Deliverables must be directly aligned with the project objectives and provide practical recommendations.

**9.2. Unsatisfactory Performance:** If the Consultant’s performance is consistently deemed unsatisfactory based on the above criteria, the Client reserves the right to **terminate the contract** in accordance with **Clause 19.1.1(a) of the General Conditions of Contract (GCC).**

**VIII. CONFIDENTIALITY OF INFORMATION**

10.1. The consulting firm responsible for collecting and consolidating information on the quality of educational activities in TVET institutions must strictly comply with the service requirements outlined in the TOR and ensure secure storage of the collected data.

10.2. The results of the work are considered confidential information. EA/PIG may use the work materials at their discretion. The consulting firm may use the work materials only for analytical reports related to this assignment.

10.3. The consulting firm is not permitted to share these materials with third parties without the explicit consent of EA/PIG, except as required by Tajikistan’s legal framework.

**IX. ADDITIONAL REQUIREMENTS**

**11.1.** This Terms of Reference (TOR) may be adjusted during service provision/execution based on the findings of the consulting firm's supervision over the project's implementation, as well as changing requirements from EA/PIG, which may not have been specified at the TOR drafting stage. Special requirements proposed by either the Consulting Firm or EA/PIG shall be documented as formal amendments to this TOR. Any additional work/services will not exceed 10% of the total work volume.

11.2. The Consultant must provide documentary evidence in their proposal confirming, to the satisfaction of EA/PIG, that they will establish a local office (including at least a Director and Chief Accountant) in compliance with Article 17 of the Tax Code (if awarded the contract). This office must be fully equipped and capable of managing the Consultant’s obligations as specified in the TOR or contract conditions.