

TERMS OF REFERENCE

For Individual Consulting Services to Strengthen Educational Assessment Mechanism in Tajikistan

Background and Context

The Islamic Development Bank (IsDB) is a South-South multilateral development finance institution, focused on fostering socio-economic development in its 57 Member Countries (MCs) across four continents (Africa, Asia, Europe, and South America). The IsDB mission is to promote comprehensive human development, with a focus on the priority areas of alleviating poverty, improving health, promoting education, improving governance, and prospering people.

The Global Partnership for Education (GPE), established in 2002, has evolved over the years as the leading global partnership focused on education in developing countries. The mission of the GPE is to galvanize and coordinate a global effort to ensure access to inclusive, equitable, and quality education for all children. The GPE mobilizes international financing and promotes efficient use of international and national resources to support developing countries' education goals and sector strategies.

The GPE Multiplier is an innovative financial instrument that provides incentive and financial resources to catalyze more and better investment in education. It enables partner countries to invest additional resources in education, increasing total support for the education sector. Tajikistan has been allocated US\$10 million from GPE Multiplier with the Islamic Development Bank as grant agent.

Tajikistan has made significant progress in primary education by increasing enrolment and closing the gender parity gap. Access of children to primary education grades (grades 1-4) and share of children completing education in grades 1-4 and not dropping out of the educational process significantly improved.

Despite these significant improvements in access and participation, enhancing learning outcomes represents the greatest challenge of primary education in the country. The classroom pedagogy and assessment practices are still largely content-focused, obscuring the achievement of competencies. This leads to a situation that sees the classroom teaching and assessment practices in disharmony with curricular expectations. There is thus a need to continue to invest in the quality of curriculum and teaching-learning in classrooms with an emphasis on improving learning contents, pedagogical approaches and assessment methods to ensure all children have a quality learning experience and achieve expected learning outcomes.

The Government of Tajikistan developed the National Strategy for Education Development (NSED) in 2012 for the period 2012-2020 to guide its efforts in addressing challenges and modernization of the education sector. The NSED aims at ensuring access to quality education, structural reforms in the education system, modernization of educational

content, increasing school attendance rates and addressing inequalities. The NSED has been translated to the Medium-Term Education Implementation Plans (MTEIP) including operational plans for implementation of the education priorities of the NSED. The MTEIP 2018-2020 covers the final stage of the NSED (2012-20) and provides a framework for its implementation.

The National Strategy for Education Development (NSED) for the period 2012-2020 highlighted the lack of appropriate national education monitoring system. The Medium-Term Education Action Plan 2018- 2020 has included the development of learning assessment. Various stakeholders including WB, GPE, USAID, and EU have taken initiatives in the field of educational assessment. Despite significant developments until now, further efforts to strengthen the assessment system are necessary. Unless the assessment practices are strong enough with a focus on assessment for learning, obtaining reliable information on the learning outcomes, measuring equity in learning, the learning inequality will continue to persist and possibly widen. The reform of the assessment and its effective implementation hence is a timely intervention.

Objective of the Consultancy

The overall objective of the consultancy assignment is to conduct a thorough review of the current assessment system and draw recommendations and develop a baseline for the project.

The consultant will support IsDB project Team to determine student learning and assessment related activities essential for the design of procedures, guidelines and tools to ensure a robust student learning assessment system to support the education system in Tajikistan and complement the implementation of the Medium-Term Education Action Plan 2018- 2020 and the successor education sector plan in the country.

Scope of the Services

The scope of the services shall include:

- Conduct a study to examine how far the intended learning assessment reform has been implemented in educational institutions;
- Hold consultations with Local Education Group (LEG) and other stakeholders to identify gaps and complement other initiatives;
- Propose interventions to be implemented under the project that will include, but not limited to, the following areas:
 - Approach to learning and assessment practices
 - Examination practices
 - National sample-based assessment,
 - Systematic use of assessment data
 - Development of training for the whole education chain (master trainers, teacher trainers, and teachers)

- Implementation of training
- Monitoring and evaluation plan (including baseline and endline)
- Facilitate consultative workshops to validate the findings and recommendations from stakeholders and implementation modalities.
- Design a baseline study for collecting data capturing the following elements:
 - Dimensions of inequity (socio-economic, disability and learning difficulties, geographic racial, ethnic and linguistic characteristics, etc.)
 - Learning outcomes
 - Efficiency

Deliverables:

The consultancy will produce the following major outputs:

1. Inception Report detailing methodology and work plan.
2. Report on the thematic area contributing to Project Concept Note including analysis of current curriculum implementation, need assessment, the theory of change and proposed interventions. The report will also encompass proposal on appropriate implementation mechanism, risk analysis and sustainability issues, and M&E plan.
3. Report on the thematic area contributing to the Project Appraisal Document including updated analyses based on the review and consultation of stakeholders.
4. Develop the inception report for baseline studies
5. Design the baseline studies

Reporting, Location and Time Frame of Assignment:

The Consultant shall travel from his/her country of residence at least twice to Tajikistan with the Project Team for the preparation and appraisal missions. The engagement shall be over the period April to November 2019.

The consultant will be supervised by the IsDB Education Specialist and will coordinate closely with other consultants. The IsDB Team Leader will provide overarching supervision to the process and will provide feedback and guidance to achieve the overarching goal and specific objectives of the consultancy. All deliverables are expected to be finalized through rigorous consultative meetings and in-depth discussions with the Ministry of Education and Science, LEG and relevant stakeholders.

Qualifications:

The selection criteria to assess the technical capacity of the consultant includes the following:

An advanced university degree (Master's or higher) in Education, Social Science or any other subject relevant to education.

Experiences:

- a. At least 10 years of relevant experience in research and analytical work;
- b. Work experience in basic education in developing countries, with specific reference to research, policy, and implementation of programs to support student assessment and or improve student learning outcomes. Evidence of country-level experience in learning assessment systems is essential;
- c. Technical expertise in impact evaluation (design and implementation);
- d. Proven research and publications in education with a focus on assessment and gender;
- e. Strong interpersonal skills and ability to dialogue with diverse stakeholders to create consensus around issues and capable of working in multi-cultural environments;
- f. Effective time management and organizational skills to ensure qualitative outputs under strict deadlines;
- g. Strong (written and oral) command of English. The working command of Russian or Tajik is a strong asset.

Contract arrangements:

The contract for this assignment will be until 30 December 2019. Expected start of services is 10 June 2019. The Consultant is expected to work in Tajikistan during the missions and must be able to travel to Tajikistan as needed.

The contract will be on lump sum basis, and the consultant will be entitled to remunerations upon submission of the deliverables as per agreed schedule as well as travel expenses covering ticket, accommodation, and DSA. Payments will be based on the schedule to be stipulated in the contract and on reimbursable expenses using actual expenses and agreed unit rates. The contractual details of the assignment will be reflected in the contract to be signed between the consultants and the Islamic Development Bank (IsDB).

How to Apply

To apply, please submit your expression of interest along with your proposal to mkahagh@isdb.org with Cc to muali@isdb.org.

TERMS OF REFERENCE

For Individual Consulting services for Development/Upgrading of the Tajikistan Education Management Information System (EMIS)

Background:

The Islamic Development Bank (IsDB) is a South-South multilateral development finance institution, focused on fostering socio-economic development in its 57 Member Countries (MCs) across four continents (Africa, Asia, Europe, and South America). The IsDB mission is to promote comprehensive human development, with a focus on the priority areas of alleviating poverty, improving health, promoting education, improving governance and prospering people.

The Global Partnership for Education (GPE), established in 2002, has evolved over the years as the leading global partnership focused on education in developing countries. The mission of the GPE is to galvanize and coordinate a global effort to ensure access to inclusive, equitable, and quality education for all children. The GPE mobilizes international financing and promotes efficient use of international and national resources to support developing countries' education goals and sector strategies.

The GPE Multiplier is an innovative financial instrument that provides incentive and financial resources to catalyze more and better investment in education. It enables partner countries to invest additional resources in education, increasing total support for the education sector. Tajikistan has been allocated US\$10 million from GPE Multiplier with the Islamic Development Bank as grant agent.

Tajikistan has made significant progress in primary education by increasing enrolment and closing the gender parity gap. Access of children to primary education and share of children completing the primary cycle and not dropping out of the educational process significantly improved. Despite these significant improvements in access and participation, enhancing learning outcomes represents the greatest challenge of primary education in Tajikistan. The classroom pedagogy and assessment practices are still largely content-focused, obscuring the achievement of competencies. This leads to a situation that sees the classroom teaching and assessment practices in disharmony with curricular expectations. There is thus a need to continue to invest in the quality of curriculum and teaching-learning in classrooms with an emphasis on improving learning contents, pedagogical approaches and assessment methods to ensure all children have a quality learning experience and achieve expected learning outcomes.

The Government of Tajikistan developed the National Strategy for Education Development (NSED) in 2012 for the period 2012-2020 to guide its efforts in addressing challenges and modernization of the education sector. The NSED aims at ensuring access to quality education, structural reforms in the education system, modernization of educational

content, increasing school attendance rates and addressing inequalities. The NSED has been translated to the Medium-Term Education Implementation Plans (MTEIP) including operational plans for implementation of the education priorities of the NSED. The MTEIP 2018-2020 covers the final stage of the NSED (2012-20) and provides a framework for its implementation.

The National Strategy for Education Development (NSED) for the period 2012-2020 has underscored the need for a comprehensive Education Management Information System (EMIS). An EMIS has already been developed in Tajikistan. However, it is necessary to strengthen the current system for effective policy analysis, strategic planning, monitoring and evaluation.

Objectives of the Assignment:

The overall objective of the consultancy is to conduct a thorough assessment of the current EMIS of the Republic of Tajikistan and draw recommendations. The planned review will assess the need in terms of upgradation of infrastructure, training of EMIS staff, enhancing school census and mapping, expanding coverage including inclusion of student biodata and assessment scores.

Scope of Work:

The scope of work will include the followings:

- ✓ Review the current EMIS information cycle and the relevant legal framework in place, identifying opportunities and challenges;
- ✓ Assess the data coverage, data use and effectiveness in the following areas:
 - Student information (demographics, enrollment, etc.)
 - Learning outcome (Assessment and achievement data)
 - Curriculum effectiveness data
 - Teacher evaluation
 - Business intelligence (financial and human resource)
- ✓ Draw recommendations for an integrated EMIS,
- ✓ Facilitate consultative workshops to validate the findings and recommendations from stakeholders and implementation modalities

Deliverables:

The consultancy will produce the following major outputs:

1. Inception Report detailing methodology and work plan.
2. Report on the thematic area contributing to Project Concept Document including analysis of current EMIS, need assessment, the theory of change and proposed interventions. The report will also encompass proposal on appropriate implementation mechanism, risk analysis and sustainability issues, and M&E plan.

3. Report on the thematic area contributing to the Project Appraisal Document including updated analyses based on the review and consultation of stakeholders.

Reporting, Location and Time Frame of Assignment:

The Consultant shall travel from his/her country of residence at least twice to Tajikistan with the Project Team for the preparation and appraisal missions. The engagement shall be over the period April to November 2019.

The consultant will be supervised by the IsDB Education Specialist and will coordinate closely with other consultants. The IsDB Team Leader will provide overarching supervision to the process and will provide feedback and guidance to achieve the overarching goal and specific objectives of the consultancy. All deliverables are expected to be finalized through rigorous consultative meetings and in-depth discussions with the Ministry of Education and Science, LEG and relevant stakeholders.

Qualifications:

The selection criteria to assess the technical capacity of the consultant includes the following:

- ✓ Advanced degree in Data management, Computer Science, Computer Programming or related discipline;
- ✓ At least 10 years of experience in the design, development of large-scale Management Information Systems, computer programming and integration of complex data management systems;
- ✓ Understanding of education management information system;
- ✓ Strong interpersonal skills and ability to dialogue with diverse stakeholders to create consensus around issues and capable of working in multi-cultural environments;
- ✓ Strong (written and oral) command of English. The working command of Russian or Tajik is a strong asset.
- ✓ Demonstrated work experience in Central Asia is a strong asset.

Payment conditions and Contract arrangements

The contract for this assignment will be until 30 December 2019. Expected start of services is 10 June 2019. Payment will be made upon completion of each deliverable. The travel expenses will be paid in due time. The contractual details of the assignment will be reflected in the contract to be signed between the consultants and the Islamic Development Bank (IsDB).

How to Apply

To apply, please submit your expression of interest along with your proposal to mkahagh@isdb.org with Cc to muali@isdb.org.

TERMS OF REFERENCE

For Individual Consulting services for National Curriculum Rollout and Teaching-Learning Material Development in Tajikistan

Background:

The Islamic Development Bank (IsDB) is a South-South multilateral development finance institution, focused on fostering socio-economic development in its 57 Member Countries (MCs) across four continents (Africa, Asia, Europe, and South America). The IsDB mission is to promote comprehensive human development, with a focus on the priority areas of alleviating poverty, improving health, promoting education, improving governance and prospering people.

The Global Partnership for Education (GPE), established in 2002, has evolved over the years as the leading global partnership focused on education in developing countries. The mission of the GPE is to galvanize and coordinate a global effort to ensure access to inclusive, equitable, and quality education for all children. The GPE mobilizes international financing and promotes efficient use of international and national resources to support developing countries' education goals and sector strategies.

The GPE Multiplier is an innovative financial instrument that provides incentive and financial resources to catalyze more and better investment in education. It enables partner countries to invest additional resources in education, increasing total support for the education sector. Tajikistan has been allocated US\$10 million from GPE Multiplier with the Islamic Development Bank as grant agent.

Tajikistan has made significant progress in primary education by increasing enrolment and closing the gender parity gap. Access of children to primary education and share of children completing the primary cycle and not dropping out of the educational process significantly improved. Despite these significant improvements in access and participation, enhancing learning outcomes represents the greatest challenge of primary education in Tajikistan. The classroom pedagogy and assessment practices are still largely content-focused, obscuring the achievement of competencies. This leads to a situation that sees the classroom teaching and assessment practices in disharmony with curricular expectations. There is thus a need to continue to invest in the quality of curriculum and teaching-learning in classrooms with an emphasis on improving learning contents, pedagogical approaches and assessment methods to ensure all children have a quality learning experience and achieve expected learning outcomes.

The Government of Tajikistan developed the National Strategy for Education Development (NSED) in 2012 for the period 2012-2020 to guide its efforts in addressing challenges and modernization of the education sector. The NSED aims at ensuring access to quality education, structural reforms in the education system, modernization of educational content, increasing school attendance rates and addressing inequalities. The NSED has been translated to the Medium-Term Education Implementation Plans (MTEIP) including

operational plans for implementation of the education priorities of the NSED. The MTEIP 2018-2020 covers the final stage of the NSED (2012-20) and provides a framework for its implementation.

One of the most important and vital interventions planned under the National Strategy for Education Development (NSED) for the period 2012-2020 is the revision of the general education curriculum. A competency-based approach towards curriculum development has already been introduced in Tajikistan. However, its implementation faces numerous difficulties. Strengthening the curriculum in Tajikistan can provide an opportunity to update content taught in schools as well as influence other components of the system including didactic and pedagogical practices, training of teachers, assessment of students, quality of learning materials and many other aspects of the system.

Unless the curricular design and practice are strong enough with a focus on child-centered, activity-based pedagogy and competency-based assessment, the learning inequality will continue to persist and possibly widen. The revision of the curriculum and its effective implementation hence is a timely intervention.

Objective of the assignment:

The overall objective of the consultancy is to conduct a thorough assessment of the current curriculum revision process and draw recommendations. The planned review will assess the alignment between the curriculum and its effective roll-out, which includes reviews of textbooks, teachers' guide, teacher-training system and other teaching-learning materials for basic education.

Scope of work

The scope of work will include the followings:

- Conduct a curriculum effectiveness study to examine how far the intended curriculum has been implemented in educational institutions;
- Examine the operational conditions (pedagogic approaches and strategies, time allocation to different disciplines, assessment practices, school libraries) of schools and subnational systems that help translate the curriculum intentions into achievable learning outcomes for children;
- Review the current plan for implementation;
- Hold consultations with Local Education Group (LEG) and other stakeholder and integrate their feedback into the report;
- Conduct needs assessment and situation analysis to identify emerging learning needs in basic education;
- Propose interventions to be implemented under the project that will include, but not limited to, the following areas:
 - Upgradation of Curriculum
 - Development and revision of textbooks and teacher guidelines
 - Integration of ICT and Digital Learning Materials in the teaching and learning process

- Piloting of teaching-learning materials
- Development of training for the whole education chain (master trainers, teacher trainers, and teachers)
- Implementation of training
- Monitoring and evaluation plan (including baseline and endline)
- Facilitate consultative workshops to validate the findings and recommendations from stakeholders and implementation modalities

Deliverables:

The consultancy will produce the following major outputs:

4. Inception Report detailing methodology and work plan.
5. Report on the thematic area contributing to Project Concept Note including analysis of current curriculum implementation, need assessment, the theory of change and proposed interventions. The report will also encompass proposal on appropriate implementation mechanism, risk analysis and sustainability issues, and M&E plan.
6. Report on the thematic area contributing to the Project Appraisal Document including updated analyses based on the review and consultation of stakeholders.

Reporting, Location and Time Frame of Assignment:

The Consultant shall travel from his/her country of residence at least twice to Tajikistan with the Project Team for the preparation and appraisal missions. The engagement shall be over the period April to December 2019 with an allocation of 15 days on mission.

The consultant will be supervised by the IsDB Education Specialist and will coordinate closely with other consultants. The IsDB Team Leader will provide overarching supervision to the process and will provide feedback and guidance to achieve the overarching goal and specific objectives of the consultancy. All deliverables are expected to be finalized through rigorous consultative meetings and in-depth discussions with the Ministry of Education and Science, LEG and relevant stakeholders.

Qualifications:

The selection criteria to assess the technical capacity of the consultant includes the following:

- An advanced university degree (Master's or higher) in Education, Social Science or any other subject relevant to education.
- At least ten years of professional experience in designing curriculum and teaching-learning materials;
- Experience in the design and analysis of research in social development and education sector;
- Understanding of education system. Understanding of Tajikistan or Central Asian countries would be an advantage;

- Strong interpersonal skills and ability to dialogue with diverse stakeholders to create consensus around issues and capable of working in multi-cultural environments;
- Strong (written and oral) command of English. The working command of Russian or Tajik is a strong asset.
- Demonstrated work experience in Central Asia is a strong asset.

Contract arrangements:

The contract for this assignment will be until 30 November 2019. Expected start of services is 10 June 2019. The Consultant is expected to work in Tajikistan during the missions and must be able to travel to Tajikistan as needed.

The contract will be on lump sum basis, and the consultant will be entitled to remunerations upon submission of the deliverables as per agreed schedule as well as travel expenses covering ticket, accommodation, and DSA. Payments will be based on schedule to be stipulated in the contract and on reimbursable expenses using actual expenses and agreed unit rates. The contractual details of the assignment will be reflected in the contract to be signed between the consultants and the Islamic Development Bank (IsDB).

How to Apply

To apply, please submit your expression of interest along with your proposal to mkahagh@isdb.org with CC to muali@isdb.org.

TERMS OF REFERENCE

For Individual Consulting services for Program Development

I. Background:

The Islamic Development Bank (IsDB) is a South-South multilateral development finance institution, focused on fostering socio-economic development in its 57 Member Countries (MCs) across four continents (Africa, Asia, Europe, and South America). The IsDB mission is to promote comprehensive human development, with a focus on the priority areas of alleviating poverty, improving health, promoting education, improving governance, and prospering people. The Global Partnership for Education (GPE), established in 2002, has evolved over the years as the leading global partnership focused on education in developing countries. The mission of the GPE is to galvanize and coordinate a global effort to ensure access to inclusive, equitable, and quality education for all children. The GPE mobilizes international financing and promotes efficient use of international and national resources to support developing countries' education goals and sector strategies.

The GPE Multiplier Fund is an innovative financial instrument that provides incentive and financial resources to catalyze more and better investment in education. It enables partner countries to invest additional resources in education, increasing total support for the education sector.

Tajikistan has been allocated US\$10 million from GPE Multiplier with the Islamic Development Bank as grant agent. This will be added to IsDB's allocation of US\$ 30 million for supporting the implementation of the National Strategy for Education Development (2012-2020) and the Medium-Term Education Implementation Plans (MTEIP). The proposed project/program for implementation of the MTEIP will include the following components: (i) "Enhancing Access to quality education" through rehabilitation/construction of schools, provision of school furniture/equipment as well as school development grants; (ii) "Improving learning" through development/provision of teaching and learning material, teacher professional development, including consolidation of in-service training, pre-service training and school-based mentoring and capacity development of Master Trainers and learning assessment; (iii) "System Strengthening" through upgrading of Education Management Information System (EMIS) including hard and software, and training of Ministry EMIS staff; and, (iv) support to project management.

An Individual short-term consultant will be recruited to support the Project Team in preparation and finalization of the Project/Program Documents in compliance with the GPE and IsDB project processing requirements/guidelines and templates.

Objectives of the Assignment:

The purpose of this assignment is to prepare/finalize the project documents on the basis of IsDB guidelines/templates and the GPE requirements.

Scope of Assignment:

The scope of the assignment will include the followings:

- Review the documentation related to the assignment, including upstream policy documents, strategies, development plans, and other related governmental decrees and regulations;
- Review the feasibility study and other preparatory works carried out the Government and the sector/sub-sectoral reports/analysis by the development partners. This will include stock-taking of the projects/programs implemented by the UN Agencies, development partners, NGOs, etc.;
- Consolidate the reports of other consultants on EMIS upgrading, Strengthening Educational Assessment Mechanism , Curriculum Reform and Teaching-Learning Material Development, and Sector Review for deliverables;
- Undertake institutional capacity assessment for institutions to be involved in the project implementation, and propose necessary measures for enhancing their capacity to ensure successful implementation of the Project;
- Contribute to consultations with government, development partners and non-government agencies, project stakeholders and development partners;
- Facilitate the consultative workshops to be held under the project with the participation of the project stakeholders. The workshops will be held during the Project preparation and appraisal missions with the participation of LEG members and will provide an opportunity for collective review and clearance of the project documents;
- Participate in the project preparation and appraisal missions to Tajikistan and the field visits to the Project sites;
- Lead the drafting of Project Concept Document (PCD) and Project Appraisal Document (PAD);
- Design the Monitoring and Evaluation framework of the project
- Propose suitable project management, implementation, and reporting arrangements;
- Contribute to the preparation of the response matrix to GPE Secretariat comments after the QARs 1, 2 and 3.
- Any other assignment by the IsDB as relates project preparation activities.

Expected Outputs and Deliverables

The key deliverables under this assignment include:

- The Project Concept Documents in compliance with the IsDB/GPE requirements/guidelines;
- The reports of two consultative workshops to be organized under the Project;

- The Project Appraisal Document in compliance with the IsDB/GPE requirements/guidelines;

Reporting, Location and Time Frame of Assignment:

The Consultant shall travel from his country of residence at least twice to Tajikistan with the project Team for the preparation and appraisal missions. The engagement shall be over the period June to December 2019.

The consultant will be supervised by the IsDB Team Leader. All deliverables are expected to be finalized through rigorous consultative meetings and in-depth discussions with the Ministry of Education and Science, LEG and relevant stakeholders.

Qualifications:

The selection criteria to assess the technical capacity of the consultant includes the following:

- ✓ A minimum of an advanced/Master's level degree in education, project management, and related fields.
- ✓ At least 10 years of professional experience in the area of project/program management preferably in the education sector.
- ✓ Experience in the design and analysis of research in social development and education sector;
- ✓ Understanding of GPE financing model and the MDBs project preparation process;
- ✓ Strong interpersonal skills and ability to dialogue with diverse stakeholders to create consensus around issues and capable of working in multi-cultural environments;
- ✓ Effective time management and organizational skills to ensure qualitative outputs under strict deadlines.
- ✓ Strong (written and oral) command of English language. The knowledge of Russian language will be an advantage.

Contract arrangements:

The contract for this assignment will be until 30 December 2019. Expected start of services is 10 June 2019. The Consultant is expected to work in Tajikistan during the missions and must be able to travel to Tajikistan as needed.

The contract will be on lump sum basis, and the consultant will be entitled to remunerations upon submission of the deliverables as per agreed schedule as well as travel expenses covering ticket, accommodation, and DSA. The contractual details of the assignment will be reflected in the contract to be signed between the consultants and the Islamic Development Bank (IsDB).

How to Apply

To apply, please submit your expression of interest along with your proposal to mkahagh@isdb.org with CC to muali@isdb.org. The financial offer must contain the fee for services to be provided based on the deliverables in the Terms of Reference.