

TERMS OF REFERENCE

Contract	CS-Ind-6		
Project:	Kyrgyz Republic: School Education Reform Sector Development Program (loan No.4217 – KGZ (COL)/grant No.0851 – KGZ) (SERSDP)		
Expertise:	National Teacher Training Expert		
Source:	National	Category:	Independent Individual Consultant

Brief information

The Ministry of Education and Science (MOES) of the Kyrgyz Republic is implementing the School Education Reform Sector Development Program (project) financed by the Asian Development Bank (ADB). The project aims to improve the the school education system’s ability to prepare graduates with subject knowledge and competencies. The project supports implementing the National Education Development Program in the Kyrgyz Republic for 2021–2040.

Modern educational institutions face new challenges, including the integration of technologies, increased international mobility, and the need to foster critical thinking among students. Current educational standards often fail to meet these demands and require updates. Employers demand that graduates of pedagogical universities not only possess deep subject knowledge but also emphasize interdisciplinary skills, teamwork, effective communication, and subject-specific innovations. Moreover, teacher training standards must account for new conditions such as online education, inclusive practices, and cultural diversity. Current university curricula lack sufficient alignment between school education content and teacher preparation, leading to graduates being unprepared for real-world school conditions. Pedagogical university standards should incorporate theoretical training with active knowledge application through practical sessions, internships, and collaborations with operating educational institutions.

Scope of Work:

The creation of an effective, modernized system for teacher training involves updating and standardizing educational programs in pedagogical universities, emphasizing continuity with school education standards, and introducing accelerated teacher training programs for specialists with non-pedagogical higher education.

Revising educational standards will be a significant step toward establishing a more efficient educational system capable of providing highly qualified personnel for general educational institutions. The resulting recommendations will help bridge the gap between school and university education, adapt teacher training programs to modern requirements, ensure their alignment with overall educational standards and national education priorities, and address the contemporary challenges of the labor market.

Tasks and responsibilities:

1. Analyze current educational standards and programs in pedagogical universities.
2. Conduct meetings and interviews with key stakeholders (educators, students, employers, government agencies).
3. Study successful educational programs and practices from other countries to create recommendations for improving and harmonizing curricula.
4. Develop recommendations for integrating modern technologies, gender considerations, and inclusivity into teaching methodologies and subject-specific standards.

5. Justify proposed changes using examples of successful practices.
6. Ensure that new pedagogical university standards align with school education standards, facilitating a smooth transition for future teachers.
7. Develop recommendations for updating professional standard of a teacher.
8. Develop recommendations for improving the activities of educational and methodological associations and strengthening their status.
9. Create a system linking school education goals and outcomes with the requirements for pedagogical university graduates, ensuring unified approaches at all levels of education.
10. Propose joint programs or modules for school teachers and university students aimed at competency development and further professional training.
11. Develop clear and transparent criteria for individuals seeking to obtain teaching qualifications and work in schools, particularly those with higher education in other fields. Identify key competencies and skills needed for future educators.
12. Design and implement a modular training system enabling graduates of non-pedagogical specialties to complete necessary pedagogical courses flexibly, aligned with their schedules.
13. Provide internships and practical training opportunities in educational institutions throughout the learning process, ensuring graduates can immediately apply their knowledge.
14. Discuss and consult with stakeholders (educators, employers, students) and the MoES KR.
15. Perform other tasks as assigned by the PIU Manager.

Reports to:

Project Manager.

Reporting requirements:

1. Developed and substantiated detailed proposals for revising educational standards in pedagogical universities.
2. Developed clear recommendations to ensure continuity between pedagogical university and school education standards.
3. Provide clear requirements for accelerated teacher preparation programs for individuals with non-pedagogical higher education.
4. Successful implementation of new courses for individuals with non-pedagogical higher education.
5. An implementation plan for revised standards and proposals, including mechanisms for monitoring their execution.

Qualification requirements and work experience:

1. Higher education in pedagogy, psychology, or education management. Additional qualifications or certifications in educational standards and quality assurance are an advantage.
2. At least 10 years of experience in the education sector, including verified participation in developing or revising educational standards; experience in labor market research and preparing analytical reports.
3. Understanding current education trends and the skills needed in the 21st century.
4. Knowledge of current trends and methods in education.
5. Data and statistical analysis, with a focus on educational outcomes.
6. Report writing and presentation skills tailored to diverse audiences.
7. Team collaboration and effective interaction with various stakeholders;

8. Proficiency in Kyrgyz and Russian is mandatory; knowledge of English is desirable.

A scoring system will be applied during the evaluation as follows:

Education – 15%;

Experience – 70%;

Language proficiency – 15%.

Place of execution of the task:	Days/months:	Dates:
The main place of provision of services is the office of the PIU, located at the address: Bishkek, Manas ave. 22A.	12 months, with the possibility of further extension. Probationary period – 3 months.	Services are scheduled to commence on _____ . Subject to ADB approval, the Contract is valid until _____.
Contract period:	-----	-----