

TERMS OF REFERENCE (TOR) FOR INSTITUTIONAL CONTRACTORS

International Institutional Consultancy for:

Technical assistance to the Ministry of Education, Science, and Innovation to develop a curricula for cross-curricular themes and to provide guidance for teacher training and textbooks developing

1. Background and Context

Following the adoption of the comprehensive Education Reform Strategy 2025-2035 in April 2025, as well as of the National Curriculum Framework in April 2026, the Ministry of Education, Science, and Innovation (MoESI) is investing extensive efforts to tackle in a systemic manner the multiple issues affecting the education system: the long lasting teaching and learning crisis, scarce opportunities for students to develop 21st century skills, limited access to quality education for children and adolescents from vulnerable groups, and inadequate school infrastructure.

At the international OECD PISA 2022 Assessment, students in Montenegro scored far less than the OECD average in mathematics, reading and science. As many as 60% of students did not reach basic literacy level in mathematics (OECD average: 31%), with percentages of students not having basic literacy levels in reading and science standing at 53% and 55%, respectively (OECD average in reading: 26%, and 24% in science). Furthermore, PISA 2022 points to significant disparities in achievements between students from different socio-economic backgrounds, with students from families affected by poverty scoring on average significantly below their peers. Overall, translated into academic years, this data shows that Montenegrin 15-year-olds lag behind their OECD peers by three years on average, transitioning to secondary education without basic skills for further learning and academic achievement.

In terms of access to education, the number of children enrolled in preschool education in 2025 increased by 3% compared to the previous year, with coverage rate of 3–6-year-old children currently standing at 79,6%. However, only 25% of Roma children attend preschool education, and the number of Roma students in primary and secondary education declined by 1% and 8%, respectively. The total number of children with disabilities in regular schools across all education levels is 1,794, following the years' long upward trend. While the number of children with disabilities enrolled in preschools and secondary education saw a decrease of 3% and 0.3%, respectively, a significant increase of 7% in primary school enrolment was recorded in 2025 in comparison to 2024.

To overcome the above-mentioned issues in a systemic and sustainable manner, it is necessary to revise the national Educational Plan and create conditions for introduction of the full day (one shift) school day concept, initiate a comprehensive curriculum revision, improve the initial and in initial and in-service systems of teacher professional development, as well as expand and adapt school infrastructure, in the way that they enable implementation of reform measures aimed at improving children and students' learning and development outcomes.

The **National Curriculum Framework**¹ (Framework) is a foundational system-level document that establishes a coherent and high-quality system of pre-university education in Montenegro. Its core functions are to define the shared aims, values and learning outcomes of education; ensure common standards of quality and equity for all preschool institutions and schools, and for all children and pupils; connect all levels of pre-university education into an integrated whole. The Framework therefore serves both as a pedagogical guide and as a normative document, ensuring that the education system functions as a unified, aligned and development-oriented whole. The primary purpose of cross-curricular themes (CCTs) is to integrate content from different

¹ [National Curriculum Framework of Montenegro](#)

areas of learning or subjects, to enable development of relevant 21st century skills, and to connect education with real life. The Framework identifies the following cross-curricular themes: 1. Lifelong learning and career guidance, 2. Personal and social development, 3. Digital competence, 4. Information and media literacy, 5. Civic education, 6. Entrepreneurial learning, financial literacy and social entrepreneurship, 7. Cultural identity, 8. Health and safety in risk situations, and 9. Sustainable development and climate change. It is important to note that, as a first necessary step towards a comprehensive curriculum revision, MoESI is currently developing a *Methodology for revising subject curricula and developing cross-subject themes*, which will serve as a basis for conducting curriculum revision and developing the CCTs.

These Terms of Reference focus on providing technical assistance to the Ministry of Education, Science, and Innovation (MoESI), the Bureau for Education, and the Agency for Textbooks and Teaching Aids to support three key reform interventions: (i) development of quality, inclusive, and coherent curricula for four selected cross-curricular themes, together with guidelines and recommendations for their integration in teacher training programs and textbooks and teaching and learning materials; (ii) conducting a review of the developed curricula for the selected cross-curricular themes from gender equality aspects and providing recommendations for quality integration of gender equality issues, as well as strengthening the capacities of the Agency for Textbooks and Teaching Aids' to apply gender-responsive approaches in textbook development; and (iii) reviewing the existing teacher training programmes related to the selected cross-curricular themes and developing practical guidelines and recommendations for their adaptation in line with the National Curriculum Framework.

The technical assistance will be provided as part of the partnership initiative Quality Education for All Children in Montenegro, implemented by the Ministry of Education, Science, and Innovation and UNICEF Montenegro, with the support of the European Union.

2. Objectives, Purpose & Expected Results

In line with the goals of the Education Reform Strategy (2025 – 2035) and its Action Plan for (2025 – 2026), as well as the vision and objectives of the National Curriculum Framework, this assignment has following three key objectives:

- 1) To provide technical assistance to the Ministry of Education, Science, and Innovation, and the Bureau for Education, to develop quality, inclusive, and coherent curricula for four cross-curricular themes.: 1. Personal and social development, 2. Digital competence, 3. Civic education, and 4. Sustainable development and climate change. Technical assistance will include preparation of guidelines for quality integration of cross-curricular themes into textbooks and other teaching and learning materials.
- 2) Review the first and second drafts draft curriculum for four cross-sectoral topics developed through this assignment, ensuring that the curriculum is gender-responsive and promotes gender equality, as well as to strengthen the capacities of the Agency for Textbooks and Teaching Aids on applying gender-responsive approaches in curriculum implementation and textbook development, based on the new Curriculum Framework.
- 3) To review existing teacher training programmes on relevant cross-curricular themes, in collaboration with the Bureau for Education, and provide clear guidelines and recommendations for their adaptation and implementation to ensure they are coherent, competency-based, and aligned with the National Curriculum Framework.

Technical assistance provided through this assignment will directly contribute to the implementation of following objectives and measures set in the **Education Reform Strategy** (2025 – 2035): Operational Objective 1.3 - Teaching focuses on developing key competences for lifelong learning and life skills, in accordance with EU

policies and standards / **Measure: 1.3.1 - Align and enrich curricula and learning materials** / **Key intervention:** Development of a national curriculum framework aligned with EU policies and standards, defining key competences for lifelong learning, global citizenship, life and socio emotional skills, green skills, climate change and other issues relevant for the development of curricula, including elective subjects and cross-curricular themes – for all levels of education and all types of schools.

3. Description of the Assignment

The Consultancy Agency should engage up to **six members**, with a proposed composition being the following, four international experts (including a team leader), and two national experts, with expertise and experience in curriculum revision and development, teacher training, textbooks development, and equity and gender equality in education. In relation **Objective 1:** development of quality, inclusive, and coherent curricula for cross-curricular themes, and preparation of guidelines and recommendations for quality integration of these themes into textbooks and other teaching and learning materials, international experts will conduct the following tasks:

- Desk analysis of relevant national, European and international studies and good practices related to development and integration of cross-curricula themes/skills development programs in everyday teaching and learning at school level. Special focus will be placed on key national education reform policies, including the Strategy for Education Reform (2025 – 2035), the draft the National Curriculum Framework, and the (draft) Methodology for revision of subject curricula and development of the curriculum for cross-subject themes, to help ensure that the vision of the education system and objectives of the education reform are reflected in a quality manner in the new curricula.
- Prepare a written report (max. 12 pages) and a slide deck with key findings and recommendations from the Desk review, with clear guidance and framework for the MoESI Working Group to develop curricula for the following cross-curricula themes: (i) Personal and social development, (2) Digital competence, (3) Civic education, and (4) Sustainable development and climate change.
- Conduct a review of the 1st and 2nd drafts of the selected cross-curricula programs developed by MoESI Working Group from the aspects of quality, equity, relevance, coherence, as well as gender equality, considering the commitments set in the key education reform policies.
- Support the MoESI Working Group to conduct consultations with other actors and stakeholders (teachers, school support staff, school management, school management teachers, parents, students; academia, international organizations, etc.) and collect feedback for finalization of draft curricula.
- Develop clear and practical guidelines and recommendations for the Agency for Textbooks and Teaching Aids for quality integration of each of the selected cross-curricular themes into textbooks and other teaching and learning materials.

In relation to **Objective 2:** to ensure that the curricula developed for the four cross-sectoral topics are gender-responsive and promote gender equality, while strengthening the capacity of the Agency for Textbooks and Teaching Aids to apply gender-responsive approaches in development of textbooks and learning materials, the following activities will be undertaken by the international expert on gender equality in education:

- Review the first and second drafts of the new curricula for the four cross-sectoral topics to assess the extent to which gender equality principles are reflected and provide recommendations for their revision. Deliver a feedback session for the curriculum working group members to present key findings, discuss identified gaps, and provide practical tools and suggestions for integrating gender-responsive approaches into the final curricula.
- Develop and deliver capacity-building training for the Agency for Textbooks and Teaching Aids' editorial staff on applying gender-responsive approaches when developing textbooks and learning materials, in line with the new Curriculum Framework.

In relation to **Objective 3:** to review existing teacher training programmes on relevant cross-curricular themes, in collaboration with the Bureau for Education, and provide clear guidelines and recommendations for their

adaptation and implementation to ensure they are coherent, competency-based, and aligned with the National Curriculum Framework, the following tasks will be conducted by the national expert:

- Conduct an analysis of existing teacher training programmes related to the four cross-curricular themes, in collaboration with the Bureau for Education, to assess their relevance, coherence, competency orientation, and alignment with the National Curriculum Framework, as well as prepare guidelines and practical recommendations for adapting and implementing teacher training programmes on cross-curricular themes, ensuring alignment with curriculum objectives, expected teacher competencies, and effective classroom integration
- Facilitate consultations with the Bureau for Education and relevant stakeholders to present findings, discuss recommendations, and support the revision/development of teacher training programs for effective implementation of cross-curricular themes.

The assignment requires a multidisciplinary team of highly qualified international and a national experts with extensive experience in education policy, curriculum development, education system reform and gender equality. Together, the team should provide strategic and technical expertise to the Ministry of Education, Science and Innovation (MoESI) in advancing the implementation of the Education Reform Strategy (2025–2035) and the National Curriculum Framework. The international experts are expected to contribute specialized knowledge in areas including curriculum reform, digital education, social and emotional learning, education for sustainable development, and civic and citizenship education, and gender equality drawing on international and European policies, standards, and good practices while adapting them to the Montenegrin context. The national expert will conduct the review of existing teacher training programmes and support their adaptation and alignment with the National Curriculum Framework and the selected cross-curricular themes by preparing practical recommendations and facilitating consultations with the Bureau for Education and other relevant stakeholders. Additionally, the national expert should ensure effective coordination between the international consultants, MoESI, and national stakeholders by facilitating consultations, consolidating technical inputs, ensuring consistency with existing policy documents and reform initiatives, and providing contextual and logistical support throughout the assignment.

The specific roles and responsibilities of each expert are outlined below.

International Expert 1 (Objective 1 -Personal and Social Development cross-curricular theme)

- Conduct a desk analysis of relevant national, European, and international policies, studies, frameworks, and good practices related to the development of the curricula for *Personal and Social Development cross-curricular theme*, in line with the National Curriculum Framework of Montenegro.
- Provide technical inputs to the presentation of the findings of the desk analysis to the MoESI Working Group, including recommendations for the further development, refinement, and alignment of the Personal and Social Development curriculum with the National Curriculum Framework. The presentation will be delivered by the national expert, with technical support from the international consultant.
- Review the first and second drafts of the Personal and Social Development curriculum from the perspectives of quality, inclusion, coherence, competency orientation, alignment with international and European good practices, and integration of cross-cutting principles, and provide recommendations for their finalization.
- Support MoESI in facilitating consultations with relevant stakeholders, including teachers, school support staff, school leaders, parents, students, academia, civil society organizations, international organizations, and other relevant actors, to gather feedback on the draft Personal and Social Development curriculum and inform its finalization.
- Support the development of clear and practical guidelines and recommendations for the Agency for Textbooks and Teaching Aids on the effective integration of the Personal and Social Development cross-

curricular theme into textbooks and other teaching and learning materials, in line with the National Curriculum Framework.

- Provide other technical support related to the assignment, as agreed in consultation with UNICEF and the Ministry of Education, Science and Innovation (MoESI).

International Expert 2 – (Objective 1 - Digital Competence cross-curricular theme)

- Conduct a desk analysis of relevant national, European, and international policies, frameworks, studies, and good practices related to the development the curricular for *Digital Competence cross-curricular theme*, in line with the National Curriculum Framework of Montenegro.
- Provide technical inputs to the presentation of the findings of the desk analysis to the MoESI Working Group, including recommendations for the further development, refinement, and alignment of the Digital Competence curriculum with the National Curriculum Framework. The presentation will be delivered by the national expert, with technical support from the international consultant.
- Review the first and second drafts of the Digital Competence curriculum from the perspectives of quality, inclusion, coherence, competency orientation, alignment with relevant European and international frameworks and good practices, and integration of cross-cutting principles, and provide recommendations for their finalization.
- Support MoESI in facilitating consultations with relevant stakeholders, including teachers, school support staff, school leaders, parents, students, academia, civil society organizations, international organizations, and other relevant actors, to gather feedback on the draft Digital Competence curriculum and inform its finalization.
- Support the development of clear and practical guidelines and recommendations for the Agency for Textbooks and Teaching Aids on the effective integration of the Digital Competence cross-curricular theme into textbooks and other teaching and learning materials, in line with the National Curriculum Framework.
- Provide other technical support related to the assignment, as agreed in consultation with UNICEF and the Ministry of Education, Science and Innovation (MoESI).

International Expert 3 – (Objective 1 - Civic Education cross-curricular theme)

- Conduct a desk analysis of relevant national, European, and international policies, frameworks, studies, and good practices related to the development of the Civic Education cross-curricular theme, in line with the National Curriculum Framework of Montenegro.
- Provide technical inputs to the presentation of the findings of the desk analysis to the MoESI Working Group, including recommendations for the further development, refinement, and alignment of the Civic Education curriculum with the National Curriculum Framework. The presentation will be delivered by the national expert, with technical support from the international consultant.
- Review the first and second drafts of the Civic Education curriculum from the perspectives of quality, inclusion, coherence, competency orientation, alignment with relevant European and international frameworks and good practices, and integration of cross-cutting principles, and provide recommendations for their finalization.
- Support MoESI in facilitating consultations with relevant stakeholders, including teachers, school support staff, school leaders, parents, students, academia, civil society organizations, international organizations, and other relevant actors, to gather feedback on the draft Civic Education curriculum and inform its finalization.
- Support the development of clear and practical guidelines and recommendations for the Agency for Textbooks and Teaching Aids on the effective integration of the Civic Education cross-curricular theme

into textbooks and other teaching and learning materials, in line with the National Curriculum Framework.

- Provide other technical support related to the assignment, as agreed in consultation with UNICEF and the Ministry of Education, Science and Innovation (MoESI).

International Expert 4 – (Objective 1 -Sustainable Development and Climate Change cross-curricular theme)

- Conduct a desk analysis of relevant national, European, and international policies, frameworks, studies, and good practices related to the development of the Sustainable Development and Climate Change cross-curricular theme, in line with the National Curriculum Framework of Montenegro.
- Provide technical inputs to the presentation of the findings of the desk analysis to the MoESI Working Group, including recommendations for the further development, refinement, and alignment of the Sustainable Development and Climate Change curriculum with the National Curriculum Framework. The presentation will be delivered by the national expert, with technical support from the international consultant.
- Review the first and second drafts of the Sustainable Development and Climate Change curriculum from the perspectives of quality, inclusion, coherence, competency orientation, alignment with relevant European and international frameworks and good practices, and integration of cross-cutting principles, and provide recommendations for their finalization.
- Support MoESI in facilitating consultations with relevant stakeholders, including teachers, school support staff, school leaders, parents, students, academia, civil society organizations, international organizations, and other relevant actors, to gather feedback on the draft Sustainable Development and Climate Change curriculum and inform its finalization.
- Support the development of clear and practical guidelines and recommendations for the Agency for Textbooks and Teaching Aids on the effective integration of the Sustainable Development and Climate Change cross-curricular theme into textbooks and other teaching and learning materials, ensuring alignment with the National Curriculum Framework and promoting sustainability, environmental stewardship, climate action, green skills, and responsible citizenship.
- Provide other technical support related to the assignment, as agreed in consultation with UNICEF and the Ministry of Education, Science and Innovation (MoESI).

International Expert 5 – (Objectives 1 2 - Gender Equality and Gender-Responsive Education)

- Conduct a desk analysis of relevant national, European, and international policies, frameworks, studies, and good practices related to the development and integration of cross-curricular themes, through regular and extracurricular activities, with a specific focus on gender equality and gender-responsive education, , in line with the National Curriculum Framework of Montenegro.
- Provide technical inputs for the presentation of the findings of the desk analysis to the MoESI Working Group, including recommendations for ensuring that gender equality principles are effectively integrated into the development of the four selected cross-curricular curricula. The presentation will be delivered by the national expert, with technical support from the international consultant.
- Organize and facilitate an online session with Curriculum Working Group members to provide guidance on integrating gender-responsive approaches into the development of the curricula, including practical tools, examples, and recommendations for ensuring that gender equality principles are reflected in curriculum objectives, learning outcomes, content, teaching approaches, and assessment methods.
- Review the first and second drafts of the curricula for the four selected cross-curricular themes to assess the extent to which gender equality, inclusion, and non-discrimination principles are integrated, and provide recommendations for strengthening gender responsiveness in the final curricula.
- Support the development of clear and practical guidelines and recommendations for the Agency for Textbooks and Teaching Aids on applying gender-responsive approaches in the development, review,

and adaptation of textbooks and other teaching and learning materials, ensuring alignment with the National Curriculum Framework and promoting balanced representation, gender-sensitive language, elimination of stereotypes, and inclusive learning environments.

- Develop and deliver in person capacity-building training for the Agency for Textbooks and Teaching Aids' editorial staff on applying gender-responsive approaches in the development, review, and adaptation of textbooks and other teaching and learning materials, including practical tools, examples, and recommendations for implementation.
- Provide other technical support related to the assignment, as agreed in consultation with UNICEF and the Ministry of Education, Science and Innovation (MoESI).

National expert –Objectives 1, 2 and 3

- Coordinate with the international experts, UNICEF CO and MoESI to ensure effective implementation of the assignment, alignment of activities, and consistency of technical outputs with the National Curriculum Framework and the Education Reform Strategy (2025–2035).
- Compile and consolidate the desk analyses prepared by the five international experts covering the four cross-curricular themes (Personal and Social Development, Digital Competence, Civic Education, and Sustainable Development and Climate Change) and the cross-cutting area of gender-responsive education, into one comprehensive analytical document. Ensure that the consolidated desk analysis provides a coherent overview of relevant national, European, and international policies, frameworks, studies, research, and good practices related to the development and integration of cross-curricular themes and skills development programmes through regular and extracurricular activities.
- Prepare, consolidate, and deliver the presentation of the desk analysis findings on the development of cross-curricular themes to the MoESI Working Group by coordinating inputs from the international experts, ensuring that key findings, identified gaps, priorities, and recommendations from all thematic areas are reflected in the PowerPoint presentation, and facilitating discussion on recommendations and next steps for further curriculum development and refinement.
- Review existing teacher training programmes related to the four selected cross-curricular themes (Personal and Social Development, Digital Competence, Civic Education, and Sustainable Development and Climate Change), assess their relevance, coherence, competency orientation, and alignment with the National Curriculum Framework and develop report.
- Support the organization and facilitation of consultations with relevant stakeholders, including teachers, school support staff, school leaders, parents, students, academia, civil society organizations, international organizations, and other relevant actors.
- Provide other technical support related to the assignment, as agreed in consultation with UNICEF and the Ministry of Education, Science and Innovation (MoESI).

All team members should demonstrate excellent analytical, communication, facilitation, and drafting skills, the ability to work collaboratively under tight deadlines, and a commitment to delivering high-quality, evidence-based recommendations.

Consultancy Agency should propose a breakdown of working days in their Technical Proposal with a clear justification. Also, the Consultancy Agency should submit a work plan with deliverables (including methodological approach to their implementation), timelines, and division of responsibilities.

Deliverables should be prepared in English and Montenegrin language, with translation provided by UNICEF and national expert, where possible. In the case of some documents not being available in English, the national team member is expected to provide (essential) translation to the international member as and when required.

The Consultancy Agency is expected to use their online subscription platform for participation of the international team members in meetings, interviews etc.

4. Deliverables, timelines, and payment schedule

Deliverables	Timeline
Objective 1	
1.1. Desk analysis of relevant national, European and international studies and good practices related to development and integration of cross-curricula themes/skills development programs through regular and extra-curricular activities.	20 September 2026
1.2. Presentation of the findings of the Desk analysis related to cross-curricula themes development to the MoESI Working Group with recommendations for further work	5 October 2026
1.3. Review of the 1 st and 2 nd drafts of curricula for the four selected cross-curricular themes from aspects of quality, inclusion, and coherence, with recommendations for finalization	15 November 2026
1.4. Support to MoESI in facilitating consultations with all actors and stakeholders (teachers, school support staff, school management, school management, teachers, parents, students; academia, international organizations	20 October 2026
1.5. Develop clear and practical guidelines and recommendations for the Agency for Textbooks and Teaching Aids on the effective integration of each of the selected cross-curricular themes into textbooks and other teaching and learning materials.	15 December 2026
Objective 2	
2.1. Organize and facilitate an online session with curriculum working group members to provide guidance on integrating gender-responsive approaches into the development of the curricula, including practical tools, examples, and recommendations for ensuring that gender equality principles are reflected in the final curricula.	1 st October 2026
2.2. Review the 1 st and 2 nd drafts of the first and second drafts of the curricula for the four cross-sectoral topics to assess the integration of gender equality principles and provide recommendations for strengthening gender responsiveness.	15 th November 2026
2.3. Develop and deliver capacity-building training for the Agency for Textbooks and Teaching Aids' editorial staff on applying gender-responsive approaches in the development, review, and adaptation of textbooks and other learning materials, in line with the new Curriculum Framework.	1 February 2026
Objective 3	
3.1. Develop 1 st draft of the report on existing teacher training programmes related to the four selected cross-curricular themes, including an assessment of their relevance, coherence, competency orientation, and alignment with the National Curriculum Framework (up to 30 pages).	15 th December 2026
3.2. Organize a session with the Bureau for Education, MoESCI and relevant stakeholders to validate findings.	25 th December 2026
3.3. Develop Final report incorporating feedback from the consultation process, including finalized guidelines and practical recommendations for the adaptation and implementation of teacher training programmes on cross-	1 st February 2027

curricular themes, ensuring alignment with curriculum objectives, teacher competencies, and effective classroom integration.	
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Payment	Deliverables	%
1 st Payment	Finalization of: - Deliverables 1.1 and 1.2 under Objective 1 (Desk review and presentation of findings), - Deliverable 2.1 under Objective 2 (session for Working group),	30%
2 nd Payment	Finalization of: - Deliverable 1.3 and 1.4 under Objective 1 (1 st and 2 nd review of the draft of the curricula for cross sectoral topics, following the consultations), - Deliverable 2.2 under Objective 2 (gender analysis of the 1 st and 2 nd curricula for the four cross-sectoral topics)	35%
3 rd Payment	Finalization of: - Deliverable 1.5 under Objective 1 (effective integration of selected cross-curricular themes into textbooks and other teaching and learning materials), - Deliverable 2.3 under Objective 2 (capacity-building training for editorial staff on applying gender-responsive approaches), - Deliverables 3.1, 3.2. and 3.3. under Objective 3 (report on existing teacher training programmes related to the four selected cross-curricular themes).	35%

All deliverables shall be considered final only upon review and written acceptance by UNICEF. Payments will be processed only after UNICEF confirms that the respective deliverables have been satisfactorily completed and accepted. Where comments or revisions are requested, the Consultant shall address them before the deliverable is deemed final and eligible for payment.

5. Travel

The assignment includes two international missions to Podgorica, Montenegro, to support the respective Working Groups. The first mission is planned to will place following the review of the first drafts of the selected cross-curricular curricula prepared by the MoESI Working Groups and prior to the preparation of the final recommendations and review of the second drafts. The second mission is planned to take place following the adoption of the curricula for selected cross-curricular topics with aim to support the Agency for Textbooks and Teaching Aids in strengthening its capacity to apply gender-responsive approaches in the development, review, and adaptation of textbooks and other learning materials.

The first mission is expected to last up to three (3) working days and will include participation in technical meetings, consultations with key stakeholders, and discussions on recommendations for finalization of the Education Plan and the cross-curricular curricula. The second mission is expected to last up to two (2) days.

The Bidder shall include the estimated cost of one round-trip journey to Podgorica in the Financial Proposal.

Travel costs shall be calculated on the basis of economy class travel, regardless of the duration of the journey. Costs for accommodation, meals, and incidental expenses shall not exceed the applicable Daily Subsistence Allowance (DSA) rates promulgated by the International Civil Service Commission (ICSC).

6. Management and Organisation

- Management: The consultancy will be supervised by Education Officers (NoA) and Education Officer (NoB) in UNICEF CO Montenegro.
- Organization: International Institutional Consultancy is required, meeting the criteria described below.
- Schedule: This assignment will commence on 5 September 2026.

7. Qualification Requirements

The Consultancy Agency team should consist of up to six members: five international experts, including a team leader, and a national team member. The following are the minimum requirements:

The consultancy agency should have expertise in education sector planning and reform, with a clear focus on curriculum revision and education plan/annual instruction time reform, with:

- Research and/or academic background and proven experience and involvement in developing strategic frameworks and policies, with focus on curriculum revision and education plan/annual instruction time reform (examples of specific strategic documents and/or policies developed should be provided). Experience in relevant assignments in European countries will be considered an asset.
- Experience in working on education, human/child rights or social sector analysis projects.
- Proven ability to secure a team of consultants working across specific education sector areas, with focus on curriculum revision, key competencies, cross-curricular themes, teacher training, textbooks development, including from a strong quality, gender and equity lens. (information on past projects involving multidisciplinary teams to be provided).
- Demonstrated experience of work with Governmental institutions in the education sector is required.
- Previous work with UNICEF or other UN agencies is an asset.

International team member 1:

- Advanced university degree in Education, Education Technology, Curriculum Development, Social Sciences, or another relevant technical field;
- At least ten years' experience in education system reform, with focus on curriculum revision and development of key competencies, particular digital literacy skills and transversal and future-oriented competencies into formal education systems through formal education;
- Demonstrated experience in designing, revising, and implementing curricula aimed at developing key competencies for the 21st century, particularly digital literacy, digital citizenship, computational thinking, information and media literacy, and other digital competencies in line with the National Curriculum Framework across pre-primary, primary, and secondary education
- Extensive expertise in digital skills development within formal education, including curriculum scope and sequence design, learning standards, competency progression frameworks, student assessment approaches, and development of supporting teaching and learning materials
- In-depth knowledge of international and regional frameworks, standards, and guidance related to digital education and digital competencies, including but not limited to the European Digital Competence Framework (DigComp), DigCompEdu, UNESCO Digital Literacy Global Framework, UNESCO ICT Competency Framework for Teachers, OECD Learning Compass, UNICEF Digital Education Strategy, and other relevant international standards and benchmarks.
- Strong familiarity with the Montenegro education system, with focus on the Education Reform Strategy (2025 – 2035) and the National Curriculum Framework;

- Strong understanding of inclusive and equitable approaches to digital education, including strategies to address gender disparities, disability inclusion, accessibility, and the digital divide affecting disadvantaged and vulnerable learners.
- Substantial experience supporting similar curriculum and digital education reforms in European countries
- Excellent analytical, facilitation, presentation, and writing skills;
- Excellent command of written and spoken English.
- Knowledge of the Montenegrin language will be considered an asset.
- Experience in working with UNICEF or other UN agencies in related areas will be considered an asset.

International team member 2:

- Advanced university degree in Education, Psychology, Social Sciences, Child Development, or another related technical field;
- At least ten years' experience in education reform, with a strong focus on curriculum development, competency-based education, personal and social development, social and emotional learning, student well-being, and inclusive education.
- Demonstrated expertise in the design, revision, and implementation of cross-curricular programmes and learning frameworks aimed at developing personal, social, civic, and life skills across primary and secondary education;
- Experience in working in European/EU context, and in-depth knowledge of relevant research, studies, as well as international and European frameworks, policies, and good practices related to key competencies, social-emotional learning, student well-being, citizenship education, inclusion, and whole-school approaches to learning and development.
- Proven experience in integrating cross-cutting competencies and themes into curricula, including communication, collaboration, self-awareness, resilience, respect for diversity, and other related competencies in line with the National Curriculum Framework.
- Excellent knowledge of the education system in Montenegro and understanding of national education reform priorities. with focus on the Education Reform Strategy (2025 – 2035) and the National Curriculum Framework;
- Excellent analytical, facilitation, presentation, and writing skills Strong analytical, writing, and presentation skills.
- Excellent command of spoken and written English.
- Knowledge of the Montenegrin language will be considered an asset.
- Experience in working with UNICEF or other UN Agencies will be an asset;

International consultant 3:

- Advanced university degree in Education, Environmental Studies, Sustainable Development, Climate Change, or another related technical field;
- At least ten years of professional experience in education reform, with a strong focus on curriculum development, competency-based education, education for sustainable development (ESD), climate change education, global citizenship education, and whole-school approaches to sustainability;
- Demonstrated expertise in the design, revision, and implementation of cross-curricular programmes and learning frameworks aimed at developing sustainability, environmental, climate, and citizenship competencies across primary and secondary education
- Proven experience in integrating cross-cutting themes and competencies into curricula, including sustainability, environmental stewardship, climate resilience, critical thinking, collaboration, responsible

decision-making, respect for diversity, and active citizenship, in line with national curriculum frameworks

- Experience working in the European/EU context, and in-depth knowledge of relevant research, international and European frameworks, policies, and good practices related to education for sustainable development, climate change education, green competencies, environmental literacy, global citizenship, and whole-school sustainability approaches;
- Experience supporting Ministries of Education and other education stakeholders in developing curriculum frameworks, learning outcomes, teaching and learning materials, and implementation strategies related to sustainable development and climate change
- Excellent knowledge of the education system in Montenegro and understanding of national education reform priorities, with focus on the Education Reform Strategy (2025 – 2035) and the National Curriculum Framework;
- Excellent analytical, facilitation, presentation, and writing skills;
- Excellent command of written and spoken English.
- Knowledge of the Montenegrin language will be considered an asset.
- Experience in working with UNICEF or other UN agencies in related areas will be considered an asset.

International consultant 4:

- Advanced university degree in Education, Political Science, Civic and Citizenship Education, Social Sciences, Human Rights, Public Policy, or another related technical field;
- At least ten years of professional experience in education reform, with a strong focus on curriculum development, competency-based education, civic and citizenship education, democratic culture, human rights education, and global citizenship education;
- Demonstrated expertise in the design, revision, and implementation of cross-curricular programmes and learning frameworks aimed at developing civic, democratic, social, and citizenship competencies across primary and secondary education;
- Proven experience in integrating cross-cutting themes and competencies into curricula, including active citizenship, democratic participation, human rights, rule of law, social responsibility, critical thinking, intercultural understanding, respect for diversity, and responsible decision-making, in line with national curriculum frameworks;
- Experience supporting Ministries of Education and other education stakeholders in developing curriculum frameworks, learning outcomes, teaching and learning materials, and implementation strategies related to civic education and democratic citizenship;
- Experience supporting Ministries of Education and other education stakeholders in developing curriculum frameworks, learning outcomes, teaching and learning materials, and implementation strategies related to civic education and democratic citizenship;
- Excellent analytical, facilitation, presentation, and writing skills;
- Excellent command of written and spoken English;
- Knowledge of the Montenegrin language will be considered an asset;
- Experience working with UNICEF or other UN agencies in related areas will be considered an asset.

International expert 5:

- Advanced university degree (Master's degree or equivalent) in Education, Social Sciences, Gender Studies, Human Rights, Public Policy, International Development, or another relevant field.
- At least ten (10) years of progressively responsible professional experience in gender equality, gender-responsive education, social inclusion, and/or human rights, including experience in education reform, curriculum development, and policy development.

- Demonstrated expertise in the design, review, and implementation of gender-responsive curricula, competency frameworks, learning programmes, and educational resources that promote gender equality, non-discrimination, inclusion, and equal opportunities.
- Proven experience supporting Ministries of Education and other education stakeholders in the development and/or review of curriculum frameworks, learning outcomes, teaching and learning materials, teacher professional development programmes, and implementation strategies that integrate gender equality and gender-responsive education principles.
- Demonstrated experience providing technical advice on mainstreaming gender throughout curriculum development processes, including the development of practical tools, guidance materials, quality assurance mechanisms, and recommendations for curriculum developers and education practitioners.
- Strong knowledge of international and regional normative frameworks related to gender equality and education.
- Excellent analytical, facilitation, communication, presentation, and report-writing skills.
- Excellent command of written and spoken English. Fluency in Montenegrin (written and spoken) is required.
- Previous experience working with UNICEF, other United Nations agencies, international organizations, or development partners on gender equality and education initiatives will be considered a strong asset.

National expert:

- Advanced university degree in Education, Social Sciences or other related technical fields;
- Excellent knowledge of the Montenegro education system, including relevant legislation, policy frameworks, curriculum reforms, governance structures, and strategic priorities, particularly the Education Reform Strategy (2025-2035) and the National Curriculum Framework;
- Minimum 10 years of professional experience in the education sector, including experience as a teacher, teacher trainer, curriculum developer, education advisor, researcher, and/or member of national education reform working groups;
- At least five years of demonstrated experience in one or more of the following areas: digital education and digital skills development, civic and citizenship education, education for sustainable development, green skills and climate change education, social and emotional learning, student well-being, or cross-curricular competency development;
- Demonstrated experience in the analysis, design, review, and/or implementation of teacher professional development programmes, in-service teacher training, competency-based teacher education, or professional learning frameworks.
- Demonstrated experience working with the Government of Montenegro, particularly the Ministry of Education and other relevant national institutions, in areas relevant to this assignment.
- Proven experience supporting national and international experts, coordinating stakeholder consultations, facilitating workshops, and contributing to the preparation of technical and policy documents will be considered a strong asset;
- Excellent interpersonal, communication, facilitation, and stakeholder engagement skills, with the ability to work effectively with government representatives, schools, teachers, development partners, and other key stakeholders.
- Excellent command of written and spoken Montenegrin and English.
- Previous experience working with UNICEF, other UN agencies, the European Union, or international development partners will be considered an asset.

8. Application procedure

The potential contractors are expected to submit a proposal based on these Terms of Reference. The proposal should consist of :

i. **Technical Proposal including:**

- a) Portfolio of the organisation/institution/agency with examples of previous work on similar projects and clients in the last 3 years
- b) Title/designation of each team member including their CVs;
- c) Detailed description of the methodology and technical approach;
- d) Tentative work plan with the number of days and timeframe in line with the above deadlines for deliverables;
- e) LRPS Form signed.

i. **Financial Proposal (Budget) including:**

- a) Daily fee rate for each team member per deliverable as well as the total cost per professionals based on the number of working days included in the Technical Proposal.
- b) The Bidder shall include the estimated cost of one round-trip journey to Podgorica in the Financial Proposal. Estimated travel costs both international and in country travel, for international team members. Daily subsistence allowance (DSA) will, where applicable, be paid up to a maximum of the official UN rate. (Reimbursement of travel costs / accommodation expenses will be based on actual expenses).

The financial proposal shall indicate budget estimated in EUR.

8. Evaluation

1) Technical components (total of 70 points)

ITEM	TECHNICAL EVALUATION CRITERIA	MAX OBTAINABLE POINTS
1	Overall Response Overall Response e.g. the understanding of the assignment by the proposer and the alignment of the proposal submitted with the ToR	
1.1	Completeness of response	8
1.2	Overall concord between TOR/needs and proposal	12
2	Key Personnel	
2.1	Range and depth of organizational experience with similar projects	10
2.2	Samples of previous work	6
2.3	Number of customers, size of projects, number of staff per project	3
2.4	Client references	3
2.5	Key personnel: relevant experience and qualifications of the proposed team for the assignment	5

2.6	Knowledge of the Montenegrin/Serbian/Bosnian/Croatian languages	3
3	Company policies	3
3.1	Company policy on Child labor, Safeguarding and Prevention of Sexual Exploitation and Abuse (articulate policies for the protection & safeguarding of children and prevention of PSEA)	2
3.2	Gender component: At least 1 female in the management structure or ownership of the company	2
3.3	Workplace policies on disabilities	
4	Proposed Methodology and Approach	
4.1	Methodology and Technical approach outline	8
4.2	Work Plan	5
TOTAL TECHNICAL SCORE		70

Minimum technical score: 70% of 70 points = 49 points

2) Financial component (total of 30points)²

- Technical proposal evaluation. Proposals passing the minimum technical pass score (49 points-70% of the maximum points obtainable for technical proposal) will continue into the Financial proposal evaluation.
- Financial proposal evaluation. The lowest price proposal will be awarded the full score assigned to the commercial proposal.
- Recommendation. The recommendation for award of contract will be based on best combination of technical and financial score.
- Final award and contracts. Based on verified nominations and final scores, contract negotiations could be initiated with one or more successful Proposers.
- The UNICEF evaluation team will select the Proposal which is of high quality, clear and meets the stated requirements and offers the best combination of technical and financial score.

² Financial offer will be reviewed only if Technical proposal meets minimum required quality standards.