

Terms of Reference For Institutional Consultancy

<i>Title:</i>	<i>Institutional Consultancy for the development, production and national rollout of digital methodological video resources for teachers of Tajik Language and Mathematics, Grades 5–9</i> <i>The assignment is offered in three (3) separately biddable Activities.</i>
<i>Consultancy Mode:</i>	National ☒ International ☐
<i>Type of Contract:</i>	Institutional
<i>Mode of Selection:</i>	Competitive ☒ Single Source ☐
<i>Location</i>	<i>Dushanbe, Republic of Tajikistan. Filming at studio and/or school-based locations agreed with the Republican Institute for In-Service Teacher Training (RITTI); field testing in 30 pilot schools in districts selected by MoES/RITTI and UNICEF. Nationwide distribution through open digital platforms.</i>
<i>Duration of Contract:</i>	<i>Fifteen (15) months: October 2026 – December 2027, delivered in three (3) production batches of 20 videos each (60 videos in total). Activity 1: October 2026 – May 2027; Activity 2: October 2026 – June 2027; Activity 3: October 2026 – December 2027. Continuation from one batch to the next is subject to satisfactory performance and availability of funds.</i>

1. Background

Rationale and key aspects of the overall context of the assignment

The Government of Tajikistan is implementing a Competency-Based Education (CBE) reform aimed at shifting teaching and learning from the transmission of subject content to the development of learner competencies. The reform is anchored in the National Strategy for Education Development to 2030 (NSED 2030), whose strategic priorities include ensuring equity and access to education, improving the quality of education, increasing financial stability and effectiveness in the sector, and creating a national professional network for scientific and technical development. Under the COMPACT Partnership, the Ministry of Education and Science (MoES) and development partners agreed to concentrate on four areas requiring transformational change: curriculum, teacher preparation and professional development, learning assessment, and the efficiency of education management.

This assignment is issued under the Joint IsDB/ISFD-GPE/OFID Project TJK1043, Phase 2, Component 2 “Improving the Quality and Efficiency of Education Services”, Sub-component 2.2 “Teacher Preparation and Professional Development Reform”, Activity 2.2.4 “Development of resources for the implementation of continuous professional learning of teachers”. Phase 2 prioritises three interconnected components — curriculum reform, teacher professional development, and learning assessment — on the explicit understanding that they are mutually dependent: a reformed curriculum cannot achieve its intended outcomes without well-prepared teachers to implement it, and neither can succeed without an assessment system that tracks progress. This assignment sits at the point where the reformed curriculum has to become visible classroom practice.

Under Phase 1 of the project, UNICEF supported MoES, RITTI and the Republican Teacher Methodological Centre (RTMC) to lay the foundations of a national Continuous Professional Learning (CPL) system: revised teacher-related policies, a model for modular blended programmes, a programme for mentors, and blended-learning capacity at RITTI, its branches and resource schools in selected districts. In parallel, subject standards, programmes and Teaching and Learning Materials (TLMs) for grade 5 Tajik language and Mathematics were revised in line with CBE principles. Phase 2 extends this work to grades 6–9, develops new competency-based TLMs, and replaces workshop-based cascade training with modular blended CPL programmes for teachers of Tajik language and Mathematics.

These reforms generate a concrete and immediate demand. Teachers who are expected to use the new competency-based TLMs need to see the intended classroom practice, not only read about it. Experience in Tajikistan and internationally has shown that face-to-face cascade training alone does not change classroom practice at national scale, which is why blended delivery has been adopted as the national direction: it gives teachers access to professional learning without leaving the workplace. A structured library of short, high-quality digital methodological videos, produced against the new TLMs and hosted on accessible digital learning platforms, is therefore required as a core learning resource of the CPL system and as the practical bridge between the reformed curriculum and the classroom.

The technical and pedagogical parameters of this resource library have been agreed between MoES, RITTI and UNICEF and are reflected in cooperation agreement No. 50326-BIR of 5 March 2026 concluded by RITTI under project TJK1043. They are carried forward into this TOR: 60 videos in total (30 for Tajik language and 30 for Mathematics), Full HD 1920×1080, MP4 format (H.264 video / AAC audio), 3–5 minutes each, in the Tajik language, covering grades 5–9, published on the RITTI YouTube channel and on accessible digital learning platforms, and designed throughout to meet gender-equality and inclusive-pedagogy requirements.

Target groups: approximately 1,000 teachers of Tajik language and Mathematics of grades 5–9 reached through the blended CPL programmes by June 2027; 20 mentors and facilitators of RITTI and RTMC; teachers and school leaders in 30 pilot schools participating in field testing; and, through open publication, teachers, school directors and methodologists nationwide. Geographic coverage: national, with filming in Dushanbe and field testing in districts selected jointly by MoES/RITTI and UNICEF.

Basic documents to be used by the service provider: NSED 2030; the COMPACT Partnership document; the National Curriculum Framework and the CBE TLM Framework developed under Sub-component 2.1; the revised subject standards, programmes and TLMs for Tajik language and Mathematics, grades 5–9; the CPL modular blended programme model and the mentor programme developed under Phase 1; the National Concept on Learning Assessment (2020); and UNICEF guidance on gender-responsive pedagogy, disability inclusion and child safeguarding.

2. Purpose and specific objectives

The purpose of this assignment is to engage a qualified institutional service provider to develop, produce and roll out a national library of 60 digital methodological videos that demonstrate competency-based classroom practice in Tajik language and Mathematics for grades 5–9, and to integrate that library into the blended Continuous Professional Learning (CPL) programmes of RITTI and RTMC, so that teachers across the country have consistent, high-quality modelling of the pedagogy required by the reformed curriculum and the new Teaching and Learning Materials.

The specific objectives of the assignment are:

Objective 1. By April 2027, 60 digital methodological videos (30 for Tajik language and 30 for Mathematics; 3–5 minutes each; Full HD 1920×1080; MP4/H.264/AAC; Tajik audio with Tajik on-screen captions) are developed, produced and published on the RITTI YouTube channel and the national digital learning platform in three batches of 20, each batch scripted, filmed, cleared against the agreed quality criteria and published; and by June 2027 all videos requiring correction after field testing are revised.

Objective 2. From November 2026 and for each of the three batches, every video is produced from a script approved in writing by UNICEF, in consultation with RITTI, that is explicitly mapped to a unit of the new CBE Teaching and Learning Materials and to the competencies, formative-assessment practices and inclusive, gender-responsive pedagogy set out in the CBE TLM Framework.

Objective 3. By May 2027, the video resources are field-tested with teachers of Tajik language and Mathematics in 30 pilot schools over two testing rounds (round 1 in February 2027 and round 2 in May 2027), with documented, sex-disaggregated user feedback and a completed revision cycle after each round.

Objective 4. By May 2027, 20 mentors and facilitators of RITTI and RTMC are trained, in two sessions (March and May 2027), to integrate the video resources into the blended CPL modules and to deliver the content to teacher groups in their districts, including to teachers working with learners with disabilities.

Objective 5. By June 2027, the refined library of 60 videos, carrying explicit gender-equality and inclusion markers, is integrated into the blended CPL modules and in use by at least 1,000 teachers of Tajik language and Mathematics, with rollout support and usage monitoring continuing until December 2027.

Objective 6. By December 2027, all master files, source files, caption and subtitle files, metadata and the associated intellectual property rights are transferred to UNICEF, together with a handover and sustainability report that enables UNICEF and government partners to maintain and extend the library without external support.

Each objective is specific to a defined product and user group, measurable against the number of videos, schools, mentors and teachers stated, achievable within the equipment and expertise available in the national market, realistic in relation to the batch schedule set out in section 3, and time-bound to the milestones of the contract period, October 2026 – December 2027.

3. Scope of work (description of the assignment)

The assignment is organised in three Activities which together form a single production chain: Activity 1 produces the scripts that Activity 2 films; Activity 2 produces the videos that Activity 3 publishes and tests; and the findings of Activity 3 field testing return to Activities 1 and 2 as binding revision requirements. Bidders may bid for one, two or all three Activities and may be awarded more than one. Each Activity is contracted and paid separately, in three payment tranches, as set out in section 7. Where Activities are awarded to different providers, each provider is contractually required to work to the common batch schedule, quality criteria and handover formats set out below and to take part in the joint quality review meetings convened by UNICEF with RITTI.

Common batch structure (applies to all three Activities)

Batch 1 — Grades 5–6, 20 videos (10 Tajik language, 10 Mathematics): scripts approved by November 2026; filmed, edited, cleared and published by January 2027; field-tested in round 1 (February 2027).

Batch 2 — Grade 7, 20 videos (10 + 10): scripts approved by January 2027; filmed, edited, cleared and published by March 2027; field-tested in round 2 (May 2027).

Batch 3 — Grades 8–9, 20 videos (10 + 10): scripts approved by March 2027, incorporating the round 1 findings; filmed, edited, cleared and published by April 2027; field-tested in round 2 (May 2027).

Following field-testing round 2, the videos in all three batches that require correction are revised and re-edited by June 2027. The refined library of 60 videos constitutes the resource base for the rollout to at least 1,000 teachers by June 2027, with rollout support continuing until December 2027.

Activity 1: Script development and technical pre-production (October 2026 – May 2027)

1.1 Inception and content mapping. Within four weeks of contract signature: review the new CBE TLMs and subject programmes for Tajik language and Mathematics grades 5–9, the CBE TLM Framework and the CPL modular blended programme model; agree with UNICEF and RITTI a Video Topic Map of 60 titles, each mapped to a TLM unit, a target competency, a formative-assessment practice and an inclusion/gender focus; and submit an inception report setting out the production methodology and the batch work plan.

1.2 Script template and pedagogical style guide. Develop and obtain approval of a script template and style guide covering the learning purpose statement, the competency demonstrated, the classroom sequence, the formative-assessment moment, the inclusive and gender-responsive practice shown, and the closing reflection prompt for the teacher-viewer; together with the technical conventions (duration 3–5 minutes, shot types including close-up and wide shots, graphics and animation cues, and on-screen text in Tajik).

1.3 Detailed scripts. Produce 60 detailed scripts in three batches of 20, each comprising the full narration text, shot list, storyboard, graphics and animation specification, and the list of teaching materials and participants required on set.

1.4 Pre-production package. For each batch, deliver a pre-production package: filming location or studio specification (sound-isolated, with an appropriate visual background such as a green screen or a classroom set dressed with teaching materials), sound test results, equipment list, participant and consent arrangements, and the Tajik caption script, with English translation of the sample scripts designated for partner reporting.

1.5 Test-recording review. Before each batch enters full production, review with UNICEF, RITTI and the Activity 2 provider the test recordings of at least two videos of the batch (filmed under item 2.3) for image, sound and content quality, and incorporate the resulting corrections into the batch scripts and pre-production package.

1.6 Revision cycle. After each field-testing round under Activity 3, revise the affected scripts and the style guide: the round 1 findings (February 2027) are reflected in the Batch 3 scripts; the round 2 findings (May 2027) are reflected in revision notes for the re-editing of affected videos in all three batches. Revisions include strengthened gender-equality and inclusion markers.

Activity 2: Production and recording (October 2026 – June 2027)

2.1 Production planning. Prepare, for each batch, a production plan and shooting schedule built directly on the scripts and pre-production packages approved under Activity 1.

2.2 Mobilisation. Deploy professional cameras (minimum Full HD 1080p, 4K preferred), professional microphones (lavalier or studio), studio lighting (softbox or ring light) and editing workstations with professional video-editing software.

2.3 Test recordings and filming. For each batch, film test recordings of at least two videos for review under item 1.5; then film the 20 videos of the batch (60 videos in three batches) in accordance with the approved shot lists, with the participation of subject teachers identified together with RITTI.

2.4 Post-production. Carry out editing, colour correction, sound mixing and noise clean-up; insert the graphics and animation specified in the scripts; add royalty-free or duly licensed background music; add on-screen text and Tajik captions, and English subtitles for the sample videos designated for partner reporting.

2.5 Technical conformity. Deliver every video as MP4 (H.264 video, AAC audio), 1920×1080, 3–5 minutes, meeting the technical requirements of YouTube and of the national digital learning platform and passing an accessibility check covering legible on-screen text, accurate captions, adequate contrast and consistent audio levels.

2.6 Quality clearance and handover. Submit each batch for technical and pedagogical review by RITTI and MoES and written clearance by UNICEF; correct all findings; and hand over the final master files, project and source files and a batch production report.

2.7 Re-editing after field testing. Following field-testing round 2, re-edit the videos identified for correction in the revision notes issued under item 1.6, and deliver the final master set of 60 videos with a final production report by June 2027.

Activity 3: Publication, field testing and rollout support (October 2026 – December 2027)

3.1 Platform preparation. Within four weeks of contract signature, agree with UNICEF and RITTI the channel and course structure, naming convention, metadata and tagging scheme (grade, subject, competency, TLM unit, inclusion and gender marker) that allows teachers to find videos by need; and verify format and file-size compatibility for uninterrupted playback on the national digital learning platform, on YouTube and on low-bandwidth mobile connections.

3.2 Publication. Upload each batch to the RITTI YouTube channel and the national digital learning platform within two weeks of written clearance by UNICEF, in line with the batch schedule, and replace re-edited videos by June 2027.

3.3 Field testing. Organise and support two rounds of field testing in 30 pilot schools with teachers of Tajik language and Mathematics — round 1 in February 2027 (Batch 1) and round 2 in May 2027 (Batches 2 and 3) — including the design of feedback instruments, data collection disaggregated by sex and school location, and a field-testing report for each round, submitted within two weeks of its completion, with concrete recommendations for improving the videos; transmit the recommendations formally to the Activity 1 and Activity 2 providers.

3.4 Capacity building. Train 20 mentors and facilitators of RITTI and RTMC, in two sessions (March and May 2027), to integrate the video library into the blended CPL modules and to deliver the content to teacher groups, including teachers working with learners with disabilities.

3.5 Rollout support. Support the use of the refined library within the blended CPL programmes for at least 1,000 teachers of Tajik language and Mathematics by June 2027, continue rollout support until December 2027, and produce a usage and analytics report by November 2027 covering views, completion and geographic and sex-disaggregated reach where the platform permits.

3.6 Handover and sustainability. By December 2027, deliver the complete, tagged and documented library to UNICEF together with a platform administration guide and a final report setting out the arrangements for maintaining and extending the library.

Boundaries of the assignment

The assignment does not include revision of the CBE Teaching and Learning Materials or of the CPL programmes themselves, which are produced under separate contracts; the service provider works from the approved TLMs and the approved programme model. All video content is produced in the Tajik language; reports and application documents are submitted in Tajik and English. All videos, scripts, source files and associated materials are the property of UNICEF, which will subsequently transfer the intellectual property to the Government of the Republic of Tajikistan (MoES/RITTI). The provider transfers all intellectual property rights to UNICEF and warrants that any third-party material used is duly licensed. Where children participate in filming, prior written consent of parents or guardians is required and UNICEF child-safeguarding requirements apply; no child may be identified in a way that places them at risk. No video may be published before written clearance by UNICEF, following technical and pedagogical review by RITTI and MoES.

4. Methodology

The assignment is delivered through a phased, batch-based production cycle with a built-in feedback loop. Rather than producing 60 videos in a single pass, the work proceeds in three batches of 20 videos, each passing four sequential quality gates. No downstream step may begin before the preceding gate has been passed in writing, and the payment tranches in section 7 are tied to these gates.

Gate 1 (Activity 1): approval by UNICEF, in consultation with RITTI and MoES, of the batch scripts and pre-production package. Gate 2 (Activities 1 and 2): sign-off of the test recordings for image, sound and content quality. Gate 3 (Activity 2): technical and pedagogical clearance of the fully edited batch. Gate 4 (Activity 3): clearance for publication and upload. Field testing of the published batches then follows the two rounds set out in section 3.

The feedback loop is the core of the methodology. The findings of field-testing round 1 (February 2027, Batch 1) and round 2 (May 2027, Batches 2 and 3) are transmitted formally to the Activity 1 and Activity 2 providers. Round 1 findings are applied to Batch 3 — its scripts (Activity 1) and its production (Activity 2) — under Tranche 2. Batch 2 is already in production when the round 1 report is issued and is therefore not revised against round 1. Round 2 findings are applied to the re-editing of affected videos across all three batches by June 2027, under Tranche 3. This is what makes the library progressively better rather than merely larger, and it is the mechanism by which classroom experience feeds back into the resources teachers use.

All deliverables are co-developed with national counterparts rather than delivered to them. RITTI subject methodologists and the teachers identified for filming take part in content mapping, script review and test recordings; RITTI technical staff take part in editing review, upload and platform administration so that, at handover, the Institute is able to produce and publish further videos itself. Capacity transfer is a requirement of the assignment, not a by-product of it.

Gender equality and inclusion are mainstreamed at the script stage rather than added at the end. Every entry in the Video Topic Map carries an inclusion and gender focus; the style guide sets criteria for gender-responsive and disability-inclusive classroom practice to be demonstrated on screen; the field-testing instruments collect sex-disaggregated feedback; and the revision cycles strengthen these markers batch by batch.

Coordination. UNICEF, as the contracting party, provides technical oversight through the Education Section; RITTI designates a focal point as national counterpart. All Activity providers attend a monthly technical coordination meeting convened by UNICEF with RITTI and a quarterly progress review with MoES and the Project Implementation Group. Where Activities are held by different providers, the handover formats for scripts, master files and metadata agreed at inception are binding on all of them.

5. Ethical considerations

The assignment will be guided by the UNEG Ethical Guidelines¹ and the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis². As field testing involves data collection with teachers and schools, and filming may involve children, the service provider shall obtain ethical clearance where required. The following guiding principles will be applied throughout the assignment:

- Privacy and confidentiality
- Informed consent
- Harm and benefits
- Conflict of interest

The service provider will explain to participants the purpose of the filming and field testing and how the information collected will be used, and will make it explicitly clear that participation is voluntary and that they can withdraw at any moment. Throughout the process, the provider's team shall be sensitive to beliefs, manners and customs and act with integrity and honesty in their relationships with all stakeholders.

In addition, because this assignment involves filming in schools, the service provider shall obtain the prior written informed consent of participating teachers and, where children appear on screen, of their parents or guardians; shall comply with UNICEF child-safeguarding requirements throughout filming, editing and publication; shall not publish material that identifies a child in a way that could place them at risk; and shall store all raw footage securely and transfer or destroy it at the end of the contract as instructed by UNICEF.

6. Work plan

The assignment runs for fifteen (15) months, from October 2026 to December 2027, and is delivered in three batches of 20 videos. Scripting of each batch overlaps with production of the previous one. Activity 1 is completed by May 2027 and Activity 2 by June 2027; Activity 3 continues until December 2027 with rollout support, analytics and handover. The indicative schedule below is consistent with the batch structure in section 3 and the payment tranches in section 7:

October 2026 — Contract signature and inception (all Activities): review of the TLMS and CPL programme model; Video Topic Map (60 titles), script template and style guide agreed; production plan and equipment mobilisation; channel, course and tagging structure agreed.

November 2026 — Batch 1 (grades 5–6) scripts and pre-production package approved (Gate 1); Batch 1 test recordings signed off (Gate 2).

December 2026 – January 2027 — Batch 1 filmed, edited and cleared (Gate 3) and published (Gate 4); Batch 2 (grade 7) scripts and pre-production package approved.

February 2027 — Field-testing round 1 in the 30 pilot schools (Batch 1); Batch 2 test recordings signed off, filming and post-production.

March 2027 — Round 1 field-testing report issued and transmitted to the Activity 1 and Activity 2 providers; Batch 2 cleared and published; Batch 3 (grades 8–9) scripts approved, incorporating the round 1 findings; first mentor and facilitator training session.

¹ <http://www.unevaluation.org/document/detail/102>

² UNICEF PROCEDURE FOR ETHICAL STANDARDS IN RESEARCH, EVALUATION, DATA COLLECTION AND ANALYSIS, April 2015

April 2027 — Batch 3 test recordings signed off; Batch 3 filmed, edited, cleared and published; all 60 videos online.

May 2027 — Field-testing round 2 in the 30 pilot schools (Batches 2 and 3); round 2 report issued; revision notes for affected videos prepared (Activity 1); second mentor and facilitator training session (20 mentors and facilitators trained in total).

June 2027 — Affected videos re-edited and replaced; final master set of 60 videos delivered; refined library integrated into the blended CPL modules and in use by at least 1,000 teachers.

July – November 2027 — Rollout support to the blended CPL programmes; usage and analytics report (November 2027).

December 2027 — Complete tagged library, all master and source files, caption and subtitle files and metadata handed over to UNICEF with transfer of intellectual property rights; platform administration guide and final handover and sustainability report accepted.

All deliverables involve co-development with RITTI and RTMC specialists through ongoing support and capacity building; the related workshops, review meetings and training sessions are embedded in the schedule above and in the deliverables table in section 7. UNICEF reserves the right to adjust the batch sequence in consultation with MoES and RITTI should the schedule of the underlying TLM development require it.

7. Deliverables and payment schedule

Payment is made in three tranches: Tranche 1 — 35%, Tranche 2 — 40% and Tranche 3 — 25%, totalling 100%. As each Activity is contracted separately, the same three tranches and percentages apply to the contract value of each Activity awarded. Table 1 summarises what each tranche covers for each Activity; Table 2 sets out the detailed deliverables and due dates.

Table 1. Deliverables and due dates by tranche and Activity

Deliverables	Due date	Payment (% per Activity)
TRANCHE 1 (35%) — INCEPTION AND BATCH 1		
Activity 1: Inception report; Video Topic Map (60 titles); script template and style guide; 20 Batch 1 scripts approved.	November 2026	35%
Activity 2: Inception report; equipment mobilised; 20 Batch 1 videos produced and cleared.	January 2027	
Activity 3: Inception report; platform and tagging set up; Batch 1 published.	January 2027	
TRANCHE 2 (40%) — BATCHES 2 AND 3; FIELD TESTING		
Activity 1: 40 scripts for Batches 2 and 3 approved (Batch 3 revised after round 1).	April 2027	40%
Activity 2: 40 Batch 2 and 3 videos produced and cleared.	April 2027	
Activity 3: Batches 2 and 3 published; field-testing rounds 1 and 2 with reports; 20 mentors trained.	May 2027	
TRANCHE 3 (25%) — FINALISATION AND HANDOVER		
Activity 1: Revision notes after round 2; final style guide; completion report.	May 2027	25%
Activity 2: Affected videos re-edited; final master set of 60 videos handed over.	June 2027	
Activity 3: Library in use by 1,000 teachers; analytics report; handover and IP transfer to UNICEF; final report.	December 2027	
Total (for each Activity)	October 2026 – December 2027	100%

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/output is incomplete, not delivered, or for failure to meet deadlines.

Invoices for a tranche may be issued only after all deliverables of that tranche, as listed in Table 2, have been accepted in writing by UNICEF, following review with RITTI. The standard terms of payment are net 30 days upon receipt of invoice and after satisfactory performance and UNICEF acceptance of the delivery of service. A tranche is payable only when the corresponding quality gates described in section 4 have been passed; deliverables of a later batch are not accepted for payment while the preceding batch remains uncleared.

8. Management and supervision

Supervisor: Chief of Education, UNICEF Tajikistan.

Day-to-day technical supervision: Education Specialist (teacher professional development), UNICEF Tajikistan, who clears all scripts, edited batches and reports on behalf of UNICEF.

Contracting party: UNICEF Tajikistan.

National counterpart: the Republican Institute for In-Service Teacher Training (RITTI), through the focal point designated by the Rector (Head of the International Relations and Project/Grant Implementation Unit).

Government oversight: the Ministry of Education and Science of the Republic of Tajikistan, through the Project Implementation Group (PIG) of project TJK1043.

Clearance arrangements: scripts, test recordings, edited batches and publication readiness are reviewed by RITTI and MoES technical specialists and cleared in writing by UNICEF. No production step proceeds, and no video is published, without written clearance by UNICEF.

Coordination arrangements: a monthly technical coordination meeting of all Activity providers convened by UNICEF with RITTI; a quarterly progress review with MoES, the PIG/IsDB and, where relevant, the Local Education Group. The service provider is responsible for documenting the outcome of these meetings.

9. Reporting requirements

All reports and materials are submitted to UNICEF in Tajik and in English, in Word and PDF formats, electronically. Reports are reviewed and cleared by UNICEF after consultation with the government partners. The service provider may be required to present the contents and findings of reports to relevant stakeholders, including RITTI, MoES, the Project Implementation Group and the Local Education Group.

The reports to be prepared during the assignment are:

- Inception report — one per Activity, within four weeks of contract signature (part of Tranche 1): for Activity 1, the production methodology, batch work plan and Video Topic Map; for Activity 2, the production plan, equipment inventory and shooting schedule; for Activity 3, the platform, field-testing and rollout plan.
- Tranche reports — three per Activity (Tranches 1, 2 and 3), one accompanying each payment request, documenting the deliverables of the tranche listed in Table 2 against the quality criteria.
- Test-recording review reports (Activity 1) — one per batch (three in total), recording the findings of the test recordings and the corrections made.
- Batch production reports (Activity 2) — one per batch (three in total), including the technical conformity and accessibility check results and the inventory of master and source files handed over, plus a final production report in June 2027.
- Field-testing reports (Activity 3) — two, following round 1 (February 2027) and round 2 (May 2027), with sex-disaggregated findings from the 30 pilot schools and concrete recommendations for revision of the videos.
- Training report and training/course materials (Activity 3) following the mentor and facilitator training sessions of March and May 2027.
- Usage and analytics report (Activity 3) by November 2027, covering views, completion and geographic and sex-disaggregated reach where the platform permits.
- Quarterly progress reports and minutes of the monthly coordination meetings, by each Activity provider throughout its contract period.
- Presentation materials for the quarterly progress reviews and for presentation of findings to MoES, the PIG and the Local Education Group.

- Final handover and sustainability report (Activity 3) by December 2027, including the full inventory of videos, master and source files, caption and subtitle files and metadata, the platform administration guide, and the documentation of the transfer of intellectual property rights to UNICEF.

10. Qualification requirements/specialised knowledge/experience required to complete the task

The service provider is expected to be a registered institution able to deliver educational video production to professional broadcast standards in the Tajik language. Requirements common to all three activities, followed by Activity-specific requirements, are set out below. Bidders must demonstrate the requirements for each Activity for which they bid.

Requirements common to all activities:

- Registered legal entity able to contract in the Republic of Tajikistan, with valid tax registration (INN) and certified or audited financial statements for the last two years;
- At least five (5) years of documented experience in the development, production or distribution of educational or methodological video content, preferably in the education sector and preferably in Tajikistan or the Central Asia region;
- A minimum of three (3) contracts for similar services completed over the past three years, supported by three recommendation letters or contactable references; experience with international organisations is an asset;
- Demonstrated capacity to apply gender-responsive and disability-inclusive approaches in content design and production, and to work to competency-based education requirements;
- Ability to produce technical documentation in Tajik and reports in both Tajik and English;
- Acceptance of and compliance with UNICEF child-safeguarding requirements where children participate in filming.

Activity 1: additional requirements:

- Scriptwriter / pedagogical lead with a higher degree in education or a related field and at least five years' experience designing learning materials for teachers, familiar with competency-based education, formative assessment and inclusive pedagogy;
- Subject expertise in the teaching methodology of Tajik language and Mathematics for grades 5–9, held in-house or through contracted national experts;
- Demonstrated experience preparing technical scripts, storyboards and pre-production packages for educational video.

Activity 2: additional requirements:

- Camera equipment of at least Full HD 1080p, 4K preferred; professional microphones (lavalier or studio); studio lighting equipment; and high-performance editing workstations with professional software such as Adobe Premiere Pro, Final Cut Pro or DaVinci Resolve;
- Key personnel comprising a video operator/camera specialist, a sound engineer, a video editor and a motion-graphics or animation specialist, each with at least five years of relevant experience;
- Demonstrated experience delivering video that conforms to YouTube and learning-management-system technical standards (MP4, H.264/AAC, 1920×1080).

Activity 3: additional requirements:

- Demonstrated experience publishing and administering video content on YouTube channels and on learning management systems or digital learning platforms;
- A digital learning / information technology specialist with experience in metadata, content tagging and platform analytics;
- Demonstrated experience organising and reporting on field testing or user research with teachers or schools, including sex-disaggregated data collection;
- Capacity to deliver facilitator and mentor training in the Tajik language.

Request for submission

- A technical proposal specifying the activity or activities bid for, with the proposed methodology and approach, the batch work plan and schedule aligned to the milestones in this Terms of Reference, quality

assurance and revision arrangements, team composition and a risk assessment with mitigation measures (no price information should be contained in the technical proposal).

- A copy of the organization profile, including tax registration (INN) and certified or audited financial statements for the last two years.
- The proposed technical team curriculum vitae (CV), indicating the role of each member in the activity or activities bid for.
- A sample or portfolio of previous work undertaken in the last two years, including at least two educational or methodological video productions (links to published material are acceptable).
- Detailed information on a minimum of three contracts for similar services over the past three years, and three recommendation letters or a list of contact persons (organization, name, contacts, address) for references related to those contracts.
- An inventory of the production equipment and software available to the bidder (Activities 1 and 2) and of the platform administration capability available (Activity 3).
- Financial proposal (separate envelope), presented separately for each Activity bid for, with a cost breakdown by tranche.

Evaluation process and methods

The evaluation methodology is based on the highest combined score, with a weighting of 70% for the technical proposal and 30% for price. Proposals are evaluated and ranked separately for each Activity.

Each interested institution is requested to submit a technical proposal for the Activity or activities bid for, as specified under “Request for submission” above, together with a copy of the organization profile, the proposed technical team curriculum vitae, a sample of previous work undertaken in the last two years, and a separate financial proposal.

After the opening, each proposal will be assessed first on its technical merits and subsequently on its price. The proposal with the best overall value, composed of technical merit and price, will be recommended for approval. UNICEF will set up an evaluation panel composed of technical and procurement staff and their conclusions will be forwarded to the internal UNICEF Contracts Review Committee or other relevant approving authority. The evaluation panel will first evaluate each response for compliance with the requirements of this Terms of Reference. Responses deemed not to meet all of the mandatory requirements will be considered non-compliant and rejected at this stage without further consideration. Failure to comply with any of the terms and conditions contained in these Terms of Reference, including provision of all required information, may result in a response or proposal being disqualified from further consideration.

The technical component will account for 70 of the 100 total points and the financial component (commercial evaluation) for 30 points.

Technical evaluation:

The proposals will be evaluated against the following technical criteria:

Item	Technical Criteria/Qualifications	Max. Points
1	Overall Response	5
1.1	Completeness of the proposal and responsiveness to the TOR, including clear identification of the activity or activities bid for and coverage of all deliverables of those activities	5
2	Capability and Key Personnel	35
2.1	At least 5 years of documented experience in the development, production or distribution of educational or methodological video content, preferably in the education sector and in Tajikistan or Central Asia, evidenced by the portfolio and by a minimum of three similar contracts over the past three years	10
2.2	Technical capacity for the Activity(s) bid for: cameras of at least Full HD 1080p (4K preferred), professional audio and studio lighting, professional editing	10

	workstations and software (activities 1–2); and demonstrated YouTube / learning-management-system publishing and analytics capability (Activity 3)	
2.3	Quality and relevance of key personnel: scriptwriter/pedagogical lead and subject expertise in Tajik language and Mathematics methodology (Activity 1); camera specialist, sound engineer, video editor and motion-graphics specialist (Activity 2); digital learning/IT specialist and training facilitators (Activity 3)	10
2.4	Demonstrated competence in gender-responsive and disability-inclusive content design, and in competency-based education and formative assessment requirements	5
3	Proposed Methodology and Approach	30
3.1	Quality of the proposed production methodology: batching plan and work schedule aligned to the milestones of this TOR, quality gates, revision cycles, handover formats and coordination arrangements with RITTI, MoES, UNICEF and the providers of the other activities	20
3.2	Approach to field testing in the 30 pilot schools and to integrating user feedback into subsequent batches; assessment of ethical considerations including child safeguarding and consent; risk assessment and mitigation plan	10
	Total Technical Score	70

Only proposals obtaining a minimum of 49 of the 70 technical points (70%) will be considered for the financial evaluation.

Commercial evaluation:

The price of each technically compliant proposal shall be considered only after evaluation of the above technical criteria. The maximum of 30 points for the financial proposal will be allocated to the lowest-priced proposal. All other price proposals will receive points in inverse proportion according to the following formula:

Score for price proposal A = (Maximum score for price proposal * Price of lowest priced proposal)/Price of proposal A.

As a result of the financial evaluation, the points of each proposal will be taken into further consideration in the final evaluation.

The bidders should ensure that all pricing information is provided in accordance with the following:

- a) The currency of the proposal shall be in USD for international companies and in Tajik Somoni for the local Proposers and invoicing must be in the same currency.
- b) All prices/rates quoted must be exclusive of all taxes, as UNICEF is a tax-exempt organization.

REQUEST FOR INFORMATION

Any request for information or question should be forwarded to dushanbe@unicef.org