

**Additional questions and answers under the LRFP-2026-9203294**  
**for your information**

<b>Questions</b>	<b>Answers</b>
<p><b>Expected number of experts.</b> How many key experts are expected? Should there be a key expert for each subcomponent (ie curriculum, in-service and pre-service) or for each activity area (ie Kyrgyz language, Geography, etc.) Or is it up to the applicant to decide?</p>	<p>At least one international expert per each area. However, the actual number of experts depends on the suggested methodology and offered expertise.</p>
<p><b>Budget.</b> Should the budget be proposed exactly for the number of indicated working days?</p> <ul style="list-style-type: none"> <li>• The financial template refers to 380 calendar days. Could you clarify the meaning of the phrase "calendar days"? Do they stand for the total number of institutional days when team members are involved in working on the assignment or do they refer to the total duration of the assignment (ie around 13 months)</li> <li>• Are we right to understand that the number of person days proposed by applications may differ from the number of total calendar days in the proposal?</li> </ul>	<p>The ToR indicated a total of 380 working days for experts and require Parallel Expert Deployment of subject-matter experts in TLM, Pre-service reform, and CPD systems simultaneously.</p>
<p><b>Number of visits.</b> How many visits are envisaged? How many in-country missions and which locations? Are team members expected to come to Kyrgyzstan at the stage of writing an inception report or should it be the result of a desk review?</p>	<p>The exact number of visits will be suggested by the bidder based on the description of deliverables, including an inception visit, final presentation visit, visits to support the work of the national working groups under each component and support capacity building of the Ministry of Education and national partners. Location will be mainly Bishkek with occasional visits to 1 or other locations as needed.</p>
<p><b>Number of WGs.</b> How many national WGs are envisaged? (p.3 - "support for the national WGs")</p>	<p>There are 3 Working Groups, each supporting activities listed in the ToR</p>
<p><b>Envisaged grades.</b> Has it already been decided for which grades the new TLMs are planned to be developed? Or is it envisaged that the answer will come as a result of the functional review?</p>	<p>TLMs will be developed for grades 6,7,8</p>

<p><b>Normative documents.</b> The TOR refers to the development of "comprehensive national frameworks" (p.3). Is the company expected to review current normative documents the new frameworks will replace?</p>	<p>Yes</p>
<p><b>"Functional review of existing TLMs"</b> - Has it already been decided how many subjects are going to be reviewed? For example, will it only be Kyrgyz as L1 or also as L2. For how many grades? Or it is envisaged that the answer will come as a result of the functional review?</p>	<p>Functional review will cover 2 subjects (but Kyrgyz as L1 and also as L2) and 3 grades indicated above</p> <p><b>Clarification:</b>  <i>In the TOR, the objective was stated as: "Strengthen national systems for the development, review, piloting, and institutionalization of CBE-aligned TLMs in selected national component subjects (Kyrgyz Language and Geography)." However, the Ministry of Education is requested to strengthen national systems for the development, review, piloting, and institutionalization of CBE-aligned TLMs in selected national component subjects, namely Kyrgyz Language (L1 and L2) and Geography.</i></p>
<p><b>Focus of the review.</b> What exactly is the company expected to review under 'standards'? Subject standards? State standard? Subject programmes? All of the above?</p>	<p>All of the above</p>
<p><b>Planning horizon.</b> TLM roadmap and pre-service roadmap - for which period are these to be developed? Is it only for the timeline of the project or should these be integrated in the upcoming MTEAP? If the latter, what is the timeline for the MTEAP?</p>	<p>Both roadmaps will be developed at least by the end of the project (2029) but possibly beyond subject to consultation and agreement with the Ministry of Education</p>
<p><b>Number of teacher education programmes.</b> Has it already been decided how many teacher education programmes are to be reviewed in the 3 universities? Or is it envisaged that the decision will be taken as a result of the functional review?</p>	<p>Revise methodology courses for two selected national-component programs namely Kyrgyz Language (L1 and L2) and Geography and three Modules ( (1) on Competency based education, (2) on Inclusive education approach; (3) on Assessment) pilot them in three universities;</p>
<p><b>Number of national consultants.</b> How many national consultants have been / will be employed by UNICEF and for which sub-components? Is there a timeline for employing the national consultants?</p>	<p><i>There are following National consultants:</i></p> <ol style="list-style-type: none"> <li>1. One national consultant on Board - for Functional review, development and validation of competency-based TLM frameworks.</li> </ol>

	<ol style="list-style-type: none"><li data-bbox="873 191 1414 331">2. Two national consultants –on the process of selecting - on Functional review and reform of pre-service teacher education programmes.</li><li data-bbox="873 338 1414 512">3. Two national Consultants on Board- on Functional review and strengthening of CPD systems aligned to Competency-based Education (CBE), gender-responsive and inclusive education principles.</li></ol>
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