Educational Leadership Development Program for School Administrators in Uzbekistan

REQUEST FOR PROPOSALS FROM U.S. UNIVERSITIES

Sponsored by the Public Diplomacy Section of the U.S. Embassy in Uzbekistan
Implemented by American Councils for International Education
REQUEST FOR PROPOSAL (RFP)

Title: Educational Leadership Development Program for School Administrators in Uzbekistan: University Partnership Opportunity

Issuing Organization: American Councils for International Education: ACTR/ACCELS (American Councils or AC).

Sponsoring Organization: Public Diplomacy Section (PDS) of the U.S. Embassy in Uzbekistan

Request For Proposal Release Date: January 3, 2024

Proposal Submission Deadline: February 9, 2024, 5:00 pm ET

1. INTRODUCTION:

American Councils for International Education: ACTR/ACCELS (American Councils), a Washington-based Non-Governmental Organization, is seeking proposals from qualified U.S. universities to develop and conduct a professional development course for 28 public school principals and vice-principals in Uzbekistan through the Educational Leadership Development Program (ELDP) and to conduct a two-week professional development program for 14 visiting Uzbekistan school principals on its campus. ELDP is funded by Public Diplomacy Section (PDS) of the U.S. Embassy in Uzbekistan and is implemented by American Councils through its fully registered office in Uzbekistan.

2. PROGRAM OVERVIEW:

ELDP aspires to advance pedagogical and educational leadership reforms among school administrators and education officials in Uzbekistan. The two-year program strives to improve administrators’ and education officials’ professional capacities, including educational leadership skills, by providing targeted professional development opportunities. To this end, the program will recruit and train 28 public school principals and vice-principals to learn the ELDP curriculum and train as future trainers, capable of delivering the ELDP curriculum to their peers and colleagues in the field. With advice and support from a technical expert, the 28 ELDP trainers will subsequently work in pairs to deliver the ELDP professional development course to an additional 280 public school principals and vice-principals from all 14 regions of Uzbekistan. Finally, a group of 14 participants will be selected from a total of 308 to participate in a two-week professional program in the U.S., where they will job-shadow their counterparts in their U.S. host schools. A closing conference will provide participants with the opportunity to share what they have learned, report on the impact of their action plans to the broader Ministry of Preschool and School Education (MoPSE) community, and advocate for the next phase of educational reforms in Uzbekistan.

3. PROGRAM ORGANIZATIONS:

U.S. Embassy Tashkent Public Diplomacy Section-Program Funder

The Public Diplomacy Section of U.S. Embassy Tashkent seeks to expand and strengthen relationships between the people of the United States and Uzbekistan. The PD section advances national interests of the United States by seeking to engage, inform, and understand the perspectives of people throughout Uzbekistan.

American Councils for International Education-Program Implementor

American Councils for International Education is a premier, international nonprofit organization that strengthens international ties and mutual understanding through excellence in academic, professional and cultural exchange, language acquisition, educational development, and research. American Councils’ organizational philosophy is built upon the belief that international education should be accessible for all. That is why American Councils’ focus is to advance scholarly research and cross-border learning through the design and implementation of
educational programs grounded in key world languages, cultures, and regions. Through international training, cultural exchange, immersion learning, and public diplomacy, American Councils broadens individual perspectives and fosters personal and intellectual growth by empowering individuals and institutions to address challenges in a diverse and interconnected world. On a grand scale, these efforts strengthen international and national security, build prosperity, and promote peace.

4. UNIVERSITY SCOPE OF WORK

The goal of the ELDP is to enhance the educational and leadership capacities of public-school principals and vice-principals, with a focus on supporting continuing professional development and developing educational leadership skills. The U.S. university will conduct the following:

1. Review desk materials related to Uzbekistan School administrators – to be provided by American Councils – to develop:
   a) A two-module course for public school administrators. Each module should be 72-hours long (144 total), include action planning segments, and have an accompanying trainer’s guidebook. Please see details below regarding possible module topics.
   b) Content for a four-day Training of Trainers Workshop to train the Core Participant Trainers on delivering the two modules to the 280 Regional Participants. The TOT would also encompass an action planning day.

2. Travel to Uzbekistan to deliver the two 11-day long modules and the TOT to 28 Core Participant Trainers (school principals and vice-principals) in Uzbekistan who will subsequently train an additional 280 school principals and vice-principals.

3. Review and provide online feedback on the action plans developed by the 28 Core Participant Trainers both for implementing the two modules in their schools and cascading the two-module course to the 280 Regional Participants.

4. Design and implement a professional development program for 14 participants who will spend approximately two weeks in the U.S. in the fall of 2025. Participants will engage in collaborative work with U.S. counterparts, job-shadow, and observe school administration practices and instructional models, as well as delve more deeply into the topics covered in the two-module course. The program will include meetings with public education administrators and the development of a joint project to be presented at the final conference in Uzbekistan in late 2025.

I. TWO-MODULE, LOCALIZED PROFESSIONAL DEVELOPMENT COURSE FOR PUBLIC SCHOOL ADMINISTRATORS

Each of the two 72-hour modules should be delivered in-person. American Councils estimates that each module will be delivered in 11 days. The modules should end with action planning days, during which the participants will work with the trainers to generate their action plans for module implementation. Between each module there will be approximately a month gap to allow time for the participants to begin the module implementation in their schools. Modules’ broad topics may include:

- Vision for school development and strategic growth;
- Schools as centers for continuing professional development;
- Social-Emotional well-being of educational community (students, teachers, administrators, and parents);
- Schools as communities, family engagement, and working with communities;
- Student engagement and positive behavioral strategies;
- Working autonomously within a bureaucratic framework with an emphasis on critical thinking and sound decision-making;
- School Principal as an instructional coach and as an educational leader;
• Establishment of Communities of Practice;
• Strengthening teacher instructional leadership in subject areas;
• Teachers’ clinical supervision and evaluation.

The university may propose other topics in addition to those listed above. The two localized professional development course deliverables should be produced in English. American Councils will be responsible for Russian/Uzbek translation of the course materials upon delivery from the U.S. university partner. American Councils and ELDP program staff will coordinate all in-person translation logistics on behalf of the US university partners in Uzbekistan.

A full-time Technical Lead and a Long-Term Technical Advisor (LTTA), both employed by American Councils, will assist the U.S. university partner in adapting the Education Leadership curriculum to align seamlessly with the Uzbekistan context. As part of that effort, they will provide the University Partner with field-based data to ensure the teaching modules are fully tailored to the Uzbekistan educational environment. The University Partner should indicate its readiness to collaborate and consult with the Technical Lead and LTTA during the development of the modules and the training of trainers.

II. TRAINING OF TRAINERS (TOT)

Four-day workshop for 28 Core Participant Trainers who should be prepared to implement the subsequent cascading training in seven training centers across Uzbekistan in 2025.
• Train the participants to use the Trainer’s Guidebook for teaching the two modules to the 280 Regional Participants.
• Support the 28 Core Participant Trainers in developing action plans to cascade the two-module course to the 280 participants.
• Review the final action plans and provide online support for analyzing successful educational leadership and clinical supervision practices related to training the 280 Regional Participants.
• Like the two professional development course deliverables, the Training of Trainers (TOT) should be produced in English. American Councils will be responsible for Russian/Uzbek translation of the TOT materials upon delivery from the U.S. university partner. American Councils and ELDP program staff will coordinate all in-person translation logistics on behalf of the US university partners in Uzbekistan.

III. TWO-WEEK PROGRAM IN THE U.S. UNIVERSITY IN OCTOBER 2025

This component of the program aims at providing field experience to the 14 ELDP participants selected by American Councils. The host university should propose a plan that would allow the participants to receive the following:
• A day-long orientation upon arrival to the host university,
• A two-week professional development seminar,
• A job-shadowing experience in the area schools,
• A Closing Seminar led by the U.S. host university to present the school administrators’ action projects at the end of the program conference in Uzbekistan.

Please see below additional details for each component of the U.S. two-week program:

A. University day-long Welcome Orientation: The host university will be responsible for working with American Councils to design an orientation at the beginning of the program for visiting school administrators with information on the professional development program, cross-cultural adaptation, the university, the community, and surrounding areas.

B. 12-day Professional Development Program: The Uzbekistan school administrators must have daylong program activities throughout their stay that reflect the following guidelines:
• **Seminar** – A 15-17 hour customized group seminar in education, specifically designed for ELDP participants that includes at a minimum the following topics: general introduction to the U.S. education system, student-centered transversal competencies and competence-based curriculum design, problem-based and project-based teaching and learning, interdisciplinary teaching and learning, teacher evaluation and retention methodologies, leadership roles in fostering environments to support the teaching and learning of 21st century skills as well as data-driven decision making.

• **Job-Shadowing Experience** – The host university will provide the 14 participants with job-shadowing experiences at local K-12 schools, where participants will have the opportunity to practice new skills in an applied context and will be exposed to important concepts in education leadership at the school level, such as communities of practice. Host universities will recruit diverse U.S. K-12 schools to host Uzbekistan school administrators for job-shadowing experiences to take place concurrently with the professional development seminar. Job-Shadowing will comprise a total of 30 hours during the course of the two-week program. The proposed schools should be within easy commuting distance to the host university. A U.S. mentor/administrator should be assigned to work closely with each participant. The mentors will be required to allow the Uzbekistan school administrators to job-shadow them. The relationship between the Uzbekistan school administrators and the mentors will be one of collaboration. In your proposal, please describe how you will recruit and select schools and mentors to host the Uzbekistan participants for job-shadowing as well as how you will monitor and convey the goals of the job-shadowing program to the U.S. host schools and mentors.

• **Reflective Practice as part of the Seminar** – Out of the 15-17-hour seminar, time should be dedicated to reflective analysis sessions with the seminar leaders, during which the participants will discuss the information and perspectives presented, drawing on their educational experiences in the internships schools and making comparisons between their home and host-country experiences. The program should also encourage school administrators to work in small groups or one-on-one with a faculty member to develop action projects on a topic of each participant’s interest based on their reflective practice and gained experiences that will be presented at the end of program conference in Uzbekistan.

• **Civic and Cultural Activities** – The host university should plan to expose the visiting school administrators to American culture and society through cultural and civic activities. Throughout their program, school administrators may engage in American cultural activities, visit American homes and nearby cities, etc. They may tour different community centers and meet with non-profit organizations. They may also participate in civic/volunteer opportunities, as well as activities specifically related to the U.S. education system, such as PTA meetings, school board meetings, and in service-learning opportunities.

The host university should describe its plan for organizing civic and cultural activities for the group and how these activities relate to the program goals. Please note that costs for scheduled civic or cultural activities, including transportation and any entrance fees, should be included in the proposal budget and not requested from the school administrators.

• **English Language Knowledge** – A majority of the Uzbekistan school administrators will not have advanced English language skills. The host university should propose a plan to provide sequential oral translation during the professional development seminars and the job-shadowing portion of the program. Please note that costs related to oral and written translation of training materials and activities for the 14-day in-service program should be included in the proposal budget.

C. **Closing Seminar**

The U.S. program should end with a Closing Seminar for discussions on how to utilize the findings of participants’ action projects to improve practices and/or policy after they return home. The proposal narrative should describe the university’s approach to organizing the closing seminar.
Additionally, the host university is requested to:

- Issue certificates of participation,
- Host a final banquet and commencement ceremony to celebrate participants’ successful completion of the program,
- Arrange and cover the costs of the meeting space and meals,
- Provide a tentative agenda for the Closing Seminar in the proposal.

D. Logistics and Monitoring
The host university will provide:

a. **Housing:** Uzbekistan school administrators may share apartments or dormitories; however, it is preferable for each participant to have a private room. To the extent possible, rooms should have access to a private or shared kitchen, where participants can prepare and store their own food as needed. Housing should be located on campus or within a convenient commute to campus.

b. **Meals:** The host university should provide a combination of university meal plans and home hospitality. The participants will use their stipends ($1000/participant) to purchase meals when on the university campus.

c. **Transportation:** Host universities will be responsible for providing transportation for participants throughout the two-week program, including transport to and from the airport, internships, and civic and cultural activities.

d. **Access to computers:** School administrators should have ready access to computers and the Internet outside core contact hours. Please describe the location and times that computers will be available.

e. **Emergency contact personnel:** The host university will designate an onsite staff person who will be familiar to the participants and who will provide them 24-hour emergency assistance throughout their time in the U.S. Emergency contact personnel will also review and follow communication protocols with American Councils.

5. **PROJECT BUDGET**
A single subaward will be issued to a U.S university with a ceiling amount of $350,000. American Councils through its ELDP grant will arrange and pay the following:

**TWO 11-DAY MODULES AND 4-DAY TOT FOR 2 UNIVERSITY REPRESENTATIVES IN UZBEKISTAN**

- Roundtrip international travel;
- Uzbekistan visa;
- Emergency overseas health and accident insurance, including evacuation and repatriation;
- Room and board expenses in Uzbekistan.

**TWO-WEEK PROGRAM FOR 14 PARTICIPANTS FROM UZBEKISTAN IN U.S.**

- U.S. visa support,
- Round-trip airfare from each participant’s home city to/from the program location in the United States,
- A day-long Pre-Departure Orientation conducted in Uzbekistan,
- Medical insurance,
- Maintenance stipend of $1,000 per participant.

6. **UNIVERSITY PROGRAM MAJOR TIMELINE**

- **February 9, 2024, by 5 PM Eastern Time:** U.S. University Proposal Deadline
- **February 2024:** Selection of University Partner.
• March 1: Universities are notified of the selection results.
• Mid-March: Subaward signed with the selected university.
• Mid-March to June 2024: Two modules development in collaboration with American Councils localization, and creation of Trainer’s Guidebook draft in English.
• July 2024: Two modules translated into Uzbek or Russian and printed by American Councils.
• End of August 2024: Travel to Uzbekistan for Module 1 delivery to 28 Core Participant Trainers.
• September 2024: Module 1 delivered to 28 Core Participant Trainers in Tashkent and action plans related to Module 1 implementation begin.
• September 2024: Trainer’s Guidebook and TOT workshop materials submitted to American Councils.
• Beginning of November 2024: Travel to Uzbekistan for Module 2 delivery to 28 Core Participant Trainers; action plans related to Module 2 implementation begin.
• Mid-December 2024: ToT and Action Planning Workshop related to both modules delivered to the 28 Core Participants.
• January-June 2025: 28 Core Participant Trainers deliver Module 1 and Module 2 to 280 Regional Participants. University provides online support to the 28 Core Participant Trainers on their action plans and cascading of the 2 modules to the 280 regional participants.
• Early October 2025: 14 participants travel to the U.S. to be hosted by the university.

7. UNIVERSITY SELECTION CRITERIA:

ELDP will select one university based on the following criteria (not listed in no order of importance):

• Professional experience of university based Principal Investigator (PI) and faculty members who will be involved in the project. Proposed PI will serve as a key liaison with American Councils technical leads for localizing the professional development course materials. The proposal should demonstrate the PI’s ability to:
  • Travel to Uzbekistan,
  • Oversee project execution,
  • Adhere to agreement requirements,
  • Ensure effective curriculum localization,
  • Arrange a two-week U.S. hosting and job-shadowing program for 14 participants, and
  • Maintain strict adherence to project timelines.

• Strength and relevance of the proposed plan to develop the two-module curriculum within the designated parameters that would enable the Uzbekistan school administrators to become visionary educational leaders and reflective practitioners with the ability to exercise meaningful changes in their schools in ways that are non-threatening and conducive for establishing a positive school climate.

• Proposed plan and mechanism to support participants in the development of action plans for their own schools as well as for training 280 Regional Participants.

• Proposed plan for development and delivery of in-person Training of Trainer workshop, including the strength and relevance of the proposed TOT agenda, and the support mechanism to be provided for the 28 Core Participant Trainers in the development and execution of their action plans.

• Relevance of the vision and roadmap for in-person delivery of the modules in Uzbekistan, taking into consideration that majority of participants will not possess English language skills.

• Capacity to design and implement a comprehensive two-week program for Uzbekistan school administrators in the U.S., including collaborative engagement with U.S. counterparts, observation of school administrative practices, instructional models, job shadowing, and meetings with administrators.

• University relevant experience and capacity in developing training modules and providing required in-person trainings and individual support to program participants when implementing their action plans in the schools in Uzbekistan and during the 14 participants two-week stay in the U.S.

• Cost-effectiveness of the proposed budget.

8. PROPOSAL SUBMISSION GUIDELINES:
• Interested U.S. universities are invited to submit their proposals electronically in PDF format through the following link: https://form.jotform.com/233256222339049
• Proposal submission deadline is: February 9, 2024, 5:00 PM ET.
• The proposal should clearly define what success will look like in the schools and what traits would indicate that the participants as reflective and visionary school administrators are successful at exercising meaningful changes in their institutions based on the professional development events conducted by the university. It should also embrace the localization process to ensure relevance of training curriculum to Uzbekistan.
• Interested universities should keep in mind that the modules and the TOT should be applicable to the Uzbekistan educational landscape and that ELDP participants do not speak English. American Councils will provide translation of materials as well as sequential translation during professional development events.

Please include the following in the proposal:

1. **Proposal Narrative:**
   • A proposal narrative not to exceed 15 single-spaced pages addressing the university scope of work and each of the selection criteria.

2. **Budget Details:**
   • A detailed budget and budget narrative for the development and delivery of the program not exceeding the ceiling amount of $350,000. A sample budget summary is enclosed in Appendix B.

3. **Required Attachments:**
   a) Cover Sheet (Appendix A) is embedded in the online application form
   b) Proposed ToT agenda
   c) Proposed two-week U.S. program agenda for each week with the assumption that the program will start in early October 2025
   d) Staff chart of the PI and any relevant faculty who will work on the project. Please include their project roles, responsibilities, and relevant experience.
   e) Two-page resumes of PI and any relevant faculty CVs that will work on the project.
   f) Most recent NICRA (please include links if available).
   g) Most recent Single-Audit report (please include links if available).

9. **AMERICAN COUNCILS CONTACT INFORMATION:**
   An informational webinar on this Request for Proposal will be conducted on January 11, 2024 at 9:00 am ET. Webinar link: https://us02web.zoom.us/j/89737505972?pwd=eDZTTTHV1d24wSSs4SG4yMnBNVDV3QT09

For any inquiries or clarifications regarding this Request for Proposal, we kindly request that you submit your questions in writing via email to Rosa Thiele, Manager of Higher Education Programs, at rthiele@americancouncils.org. To ensure fairness to all applicants, all responses will also be provided in writing. The deadline for submitting inquiries is January 22, 2024, 5:00 PM ET. Your understanding and cooperation are greatly appreciated.

American Councils for International Education: ACTR/ACCELS reserves the right to accept or reject any proposal and to cancel this RFP at any time. Submission of a proposal indicates acceptance of the terms and conditions outlined in this RFP.
Appendix A

EDUCATIONAL LEADERSHIP DEVELOPMENT PROGRAM
FOR SCHOOL ADMINISTRATORS IN UZBEKISTAN

U.S. UNIVERSITY APPLICATION COVER SHEET

I. Application Contact Information

1. Name of Institution: ________________________________

2. Principal Contact for processing the Proposal
   Title: □ Dr.    □ Mr.    □ Mrs.    □ Ms.    □ Miss
   Contact Name: ________________________________    Job Title: ________________________________
   Office: __________________ City: __________    State: __________    Zip: __________
   Work Phone: (____)_______    Fax: (____)_______    Email: __________________

3. Requested Sub-award Amount:

4. UEI Number:

Certification

By signing this document I certify that:

▪ All of the information contained herein is true and accurate
▪ The document has been duly authorized by the governing body of the applicant
▪ The submission of this proposal does not entail a formal obligation to work on Educational Leadership Development Program for School Administrators in Uzbekistan

University Representative (Applicant) Signature: ________________________________

University Representative (Applicant) Name: ________________________________

Date: ________________________________

Appendix B

EDUCATIONAL LEADERSHIP DEVELOPMENT PROGRAM
FOR SCHOOL ADMINISTRATORS IN UZBEKISTAN

BUDGET SUMMARY TEMPLATE

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