

Terms of reference for

Consulting services for evaluation of training program for teachers and school managers in the primary and secondary education regarding implementation of professional competence standards for teachers/school managers in the general education

1. Background information on the project

Moldova Education Reform Project (MERP) is a World Bank-financed Project to be implemented over six years, between April 2013 and June 2019. The Project received Additional Financing and the implementation period was extended with one year until June 2020.

The total cost of original credit is SDR 26.1 million (US\$ 40 million equivalent). The Additional Financing (AF) in the amount of SDR 7.1 million (US\$ 10 million equivalent) is provided to the Republic of Moldova in support of Moldova Education Reform Project.

The MERP supports the Government of Moldova (GoM) reform program by financing activities that will strengthen the quality of education and lead to a more efficient education sector. Through this Project, the World Bank supports the GoM in implementing the needed reforms, which include initiatives for:

- Improving the efficiency of the education sector.
- Improving school learning conditions.

These efficiency measures will be complemented by, inter-alia, the following education quality initiatives envisioned in MERP:

- Development and implementation of a school improvement package for targeted schools based on agreed upon quality assurance standards.
- Implementation of training of school directors and teachers.
- Use of a consolidated Education Management Information System (EMIS) for the general education sector which will improve policy making.
- Consecutive and continued participation in the Program for International Student Assessment (PISA).
- Improvement of the student assessment system.

MERP's focus is to support interventions that would lead to improvements in the quality and efficiency of primary and general secondary education. In that regard, additional resources would enable Ministry of Education, Culture and Research (MoECR) to deepen and expand the scope of key interventions, increasing their development impact and promoting their sustainability.

The objective of the Project is to improve learning conditions in targeted schools and strengthen the Recipient's education monitoring systems, while promoting efficiency reforms in the education sector.

The MERP has three components:

- A. "Strengthening the Quality of Education",
- B. "Improving the Efficiency of the Education Sector"
- C. "Improving the Ministry of Education, Culture and Research's Capacity to Monitor the Reform".

Component A is divided into three sub-components: A.1, A.2 and A.3.

The objective of sub-component A.1 is to contribute to the strengthening of the quality of education in the General Education subsector by improving systems in the following areas: school standards, teacher and school manager training, student assessments, and data collection.

The objective of sub-component A.2 is to contribute to the strengthening of the quality of education in the General Education subsector by rehabilitating and upgrading 17 receiving schools. The activities under sub-component A.2 is carried out by the Moldova Social Investment Fund.

The objective of sub-component A.3 is to contribute to the strengthening of the quality of education by supporting the following activities:

- a) providing selected schools with science and technology equipment;
- b) (i) developing in-depth special education modules and training teaching support staff and psycho-pedagogues working with students with disabilities or special educational needs; and (ii) providing special education teaching and learning materials, and selected equipment;
- c) (i) evaluating training programs for school managers and teachers and updating such programs; and (ii) training and evaluating a second cohort of school managers and teachers based on the updated training programs;
- d) supporting the National School Inspectorate and the National Agency for Curriculum and Evaluation to increase their respective capacities;
- e) supporting the design and implementation of mechanisms to address the gender, inclusiveness, and citizen engagement dimensions in education;
- f) (i) developing and incorporating a vocational education and training module into EMIS; and (ii) training users on the use of EMIS.

One of the important target groups of the Project is teachers and school managers, who benefited from increased professionalization through a more modern system of staff training and, in the case of school managers, greater managerial autonomy. Within the MERP Project the existing training program was overhauled to include provisions for training based on standards for entering teachers and of in-service training and classroom support to teachers throughout their careers.

Changes in the primary and secondary education, cycle I and II (curriculum development; development and implementation of quality standards for primary and general secondary education from the perspective of child-friendly school, etc.) led to the continuing need of human resource development to meet the current requirements. The national policies in the education area, Education Code, National Development Strategy „Moldova- 2020” include the continuing training of teachers and school managers as a basic need in quality assurance. In this context, the Ministry of Education, Culture and Research (MECR) developed and approved the Professional competence standards for teachers/school managers in the general education on July 03, 2018.

As a result of developing the Professional competence standards for teachers/school managers in the general education, the following has been carried out:

- the diagnostic work to determine the current training needs of teachers and school managers;
- Training Plans developed for teachers and school managers in the primary and secondary education;

- Training materials developed based on 5 professional competence standards for teachers¹ and training materials based on 6 professional competence standards for school managers²;
- Training of Trainers for teachers and school managers. The training was delivered to 20 trainers for teachers and to 13 trainers for schools managers;
- The training was delivered to 2,710 teachers and 1,012 school managers from 1,186 primary and secondary schools, based on updated training program on implementation of professional competence standards for teachers/school managers in the general education.

The Additional Financing continues to improve teachers' pedagogical knowledge and skills and school management's managerial and leadership skills. While the original credit supported the development and roll out of a teachers' training program covering about 10 percent of teachers, the Additional Financing supports a formative evaluation to review that training program with the purpose of further enhancing it (including modules on community, gender and inclusion awareness), and expanding its coverage by training approximately 2,500 additional teachers, that is covering another 10 percent of teachers.

As the original credit supported the development and roll out of the school managers' training program covering approximately 30 percent of school managers and deputy managers, under the Additional Financing, after their review and enhancement based on evaluation and additional module introduction, the training would also be scaled up to cover approximately 700 additional school managers, for a total of around 50 percent of school managers in Moldova.

In this context, MoECR intends to hire a firm to carry out an evaluation of training program for teachers and school managers.

2. Objective(s) of the assignment

The objective of the assignment is to evaluate the training programs for teachers and school managers in the primary and secondary education on implementation of professional competence standards for teachers and school managers in the general education and development the proposals for their improvement.

3. Scope of Work

In order to achieve the objective, the firm shall perform the following tasks:

- Develop questionnaire/indicators for evaluation of training program for teachers in the primary and secondary education, who attended training (in 2016 and 2017 year) on implementation of Professional competence standards for teachers in the general education, and for teacher trainers.
- Develop questionnaire/indicators for evaluation of training program for school managers in the primary and secondary education, who attended training (in 2016 and 2017 year) on implementation of Professional competence standards for school managers in the general education, and for school managers' trainers;
- Interview a representative number of teachers and a representative number of school managers in the primary and secondary education, who attended training for teachers/school managers on implementation of professional competence standards for

¹ The professional competence standards cover the whole teaching-learning-evaluation activity and are grouped in 5 main domains: 1. *Learning design and preparation*; 2. *Learning environment*; 3. *Teaching-learning evaluation process*; 4. *Professional development*; 5. *School -family - community relationship*.

² The professional competence standards cover the whole managerial activity of schools and are grouped in 6 main domains: 1. *Vision and strategies*; Curriculum; 3. *Human resources*; 4. *Financial and material resources*; 5. *Structures and procedures*; 6. *Community and partnerships*.

teachers/school managers in the general education and a representative number of teacher trainers / school managers' trainers.

Teachers will be from 20% of small gymnasiums, where only one teacher attended training from each school in Romanian language (80-85%) and in Russian language (15-20%); 50% of gymnasiums and lyceums, where from 2 to 3 teachers attended training in Romanian language (80-85%) and in Russian language (15-20%); 20% of gymnasiums and lyceums, where from 4 to 5 teachers attended training in Romanian language (80-85%) and in Russian language (15-20%); and 10% of gymnasiums and lyceums, where more than 5 teachers attended trainings in Romanian language (80-85%) and in Russian language (15-20%)). The distribution will also consider the urban/rural location of sampled schools, and variations of teachers degree.

School managers will be selected: 60% of gymnasiums and 40% of lyceums with training in Romanian language (85%) and in Russian language (15%). The distribution will also consider the urban/rural location of sampled schools, and variations of teachers degree.

- Develop the Evaluation Reports:
 - First report on questioning/ interviewing teachers and teacher trainers;
 - The second report questioning/ interviewing school managers and school managers' trainers.

The Reports will contain:

- The results of evaluation, according to the developed and approved methodology, which will be structured depending on the type of school, urban or rural locality, teaching/managerial degree of participants, etc.;
- Applicability of knowledge acquired from the training program, participants' opinion on improving the teaching/managerial activity after the training, etc.
- in-depth analysis of the training programs in order to review the content of training materials;
- Developing recommendations for adjusting / improving of the teacher training program from the primary and secondary education, on the implementation of Professional competence standards for teachers in general education based on in-depth analysis of the training program and the results of the evaluation carried out.
- Developing recommendations for adjusting/improving of the training program for primary and secondary school managers on the implementation of Professional competence standards for school managers in general education based on in-depth analysis of the training program and the results of the evaluation carried out.

4. Deliverables

The firm shall submit to the Ministry of Education, Culture and Research the following deliverables:

- 1) questionnaires/indicators for evaluation of training program for teachers in the primary and secondary education, who attended training on implementation of professional competence standards for teachers in the general education, and for teacher trainers;
- 2) questionnaires/indicators for evaluation of training program for school managers in the primary and secondary education, who attended training on implementation of Professional competence standards for school managers in the general education, and for school managers' trainers;
- 3) Report on questioning/ interviewing teachers and teacher trainers, who attended training on implementation of Professional competence standards for teachers in the general education;
- 4) Report on questioning/ interviewing school managers and school managers' trainers, who attended training on implementation of Professional competence standards for school managers in the general education;

- 5) Recommendations for adjusting / improving the training program for teachers from the primary and secondary education, regarding the implementation of the Professional competence standards for teachers in the general education.
- 6) Recommendations for adjusting / improving the training program for school managers from the primary and secondary education, regarding the implementation of the Professional competence standards for school managers in the general education.

5. Qualification requirements and basis for evaluation (evaluation criteria)/

The consultant company shall have proven experience in:

(i) General experience (30 points):

- At least 5 years of experience in conducting surveys and sociological studies;
- Experience in designing and developing training programs in the education sector would be an advantage;
- Technical capacities to ensure smooth implementation and high-quality outputs.

(ii) Specific experience (30 points):

- Experience in developing methodology/evaluation questionnaire;
- Experience in evaluating training programs, evaluation in the education sector would be an asset;
- Experience in collaborating with general schools would be an asset;
- Experience in at least one similar assignment would be an asset.

(iii) Professional experience of key personnel (40 points):

- Qualified staff with experience of at least 5 years in conducting study at the national level;
- For evaluation of the training program for teachers, the key personnel should have:
 - Higher pedagogical or relevant studies, Master's Degree and/or PhD Degree would be an advantage;
 - At least 7 years of the relevant experience in the educational sector;
 - At least 3 years of pedagogical experience in the general education;
 - Experience in developing and evaluating of training programs;
 - Excellent technical writing skills in Romanian.
- For evaluation of the training program for school managers, the key personnel should have:
 - University degree in education policy, public administration, management or related field;
 - At least 7 years of the relevant experience in management, the management experience in the education sector would be an asset;
 - Experience in developing and evaluating of training programs;
 - Excellent technical writing skills in Romanian.

6. Duration of the assignment and estimated time input

This consultancy is expected to begin in January 2019 until May 2019 with the deliverables submitted as follow:

Deliverables	Submission Deadline	Approval by
Questionnaires/indicators for evaluation of training program for teachers and school managers in the primary and secondary education	4 weeks from starting the contract	General Education Department of the Ministry of Education, Culture and Research

Report on questioning/ interviewing teachers and teacher trainers in the primary and secondary education	16 weeks from starting the contract	General Education Department of the Ministry of Education, Culture and Research
Report on questioning/ interviewing school managers and school managers' trainers in the primary and secondary education	16 weeks from starting the contract	General Education Department of the Ministry of Education, Culture and Research
Recommendations for adjusting / improving the training program for teachers	20 weeks from starting the contract	General Education Department of the Ministry of Education, Culture and Research
Recommendations for adjusting / improving the training program for school managers	20 weeks from starting the contract	General Education Department of the Ministry of Education, Culture and Research
Progress report	monthly	General Education Department of the Ministry of Education, Culture and Research and by the MERP staff.

7. Reporting requirements

The Consulting Company will submit to the General Education Department of the Ministry of Education, Culture and Research and MERP Project Implementation Unit a monthly progress report reflecting their activity. The report will be developed in Romanian.

8. Institutional Arrangements

The consulting company will work under the direct supervision of the General Education Department of the Ministry of Education, Culture and Research, and all the activities will be coordinated with this department.

The MoECR will provide the Consultant with all Project documents deemed necessary for assignment accomplishment.

Confidentiality statement: All data and information received from MoECR for the purpose of this assignment is to be treated confidentially and are only to be used in connection with the execution of these Terms of Reference. All intellectual property rights arising from the execution of these Terms of Reference are assigned to MoECR. The contents of written materials obtained and used in this assignment may not be disclosed to any third parties without the expressed advance written authorization of the MoECR.