

## **TERMS OF REFERENCE**

**To develop proposals for improving the existing modules of the Training programs and materials for teachers and school directors on aspects related to community, gender and inclusion awareness**

### **1. Background information on the project**

The „Moldova Education Reform” Project (MERP) is a World Bank-financed Project to be implemented over seven years, between April 2013 and June 2020 including Additional Financing.

The total cost of original credit is SDR 26.1 million (USD 40 million equivalent) and 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.

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.

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 MoECR to deepen and expand the scope of key interventions, increasing their development impact and promoting their sustainability.

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 parts: A.1, A.2 and A.3.*

The objective of part 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 director training, student assessments, and data collection.

The objective of part 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 part A.2 is carried out by the Moldova Social Investment Fund.

The objective of part 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 Agency for Quality Assurance in Education and Research 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.

*Component B* was designed to support the GoM's efforts to improve the efficiency of the sector by eliminating excess capacity and creating a leaner education system, which will be better equipped to provide education that meets the demands of a modern economy.

*Component C* has the objective to finance Technical Assistance (TA) for the MoECR to support the implementation, monitoring and measurement of the MERP.

One of the activities mentioned in component A.3 is supporting the design and implementation of mechanisms to address the gender, inclusiveness, and citizen engagement dimensions in education. This objective can be achieved by aligning the legal framework for inclusive education to the international policies to ensure social equity and access to quality education. In this context, the Ministry of Education, Culture and Research (MECR) intends to hire a firm that will conduct a detailed analysis of the existing Training program modules for teachers/school directors on aspects related to community, gender and inclusion awareness, developing proposals to adjust the existing modules on aspects mentioned above.

## **2. Objective of the assignment**

The main objective of the assignment is to review/improve the training materials for teachers/school directors, based on professional competence standards for teachers/school directors in the general education, by improving the existing modules on aspects related to community, gender and inclusion awareness.

## **3. Scope of Work**

In order to achieve the objective, the Firm to be hired based on this Terms of Reference shall perform the following tasks:

### **Task 1 – Analysis work.**

- ✓ Analyze the Training programs and materials for teachers in the primary and secondary education, based on Professional competence standards for teachers in the general education in order to determine the needs for improving the existing modules on aspects related to community, gender and inclusion awareness.
- ✓ Analyze the Training programs and materials for school directors in the primary and secondary education, based on Professional competence standards for school directors in the general education in order to determine the needs for improving the existing modules on aspects related to community, gender and inclusion awareness.

### Task 2 Development activity

- ✓ Develop proposals to improve training materials for teachers on the existing modules<sup>1</sup> on aspects related to community, gender and inclusion awareness, as well as to develop materials for their improvement.
- ✓ Develop proposals to improve training programs for school directors on the existing modules<sup>2</sup> on aspects related to community, gender and inclusion awareness, as well as to develop materials for their improvement.

### 3. Expected Outcomes

The Consulting company shall submit to the Ministry of Education, Culture and Research (MECR) the deliverables and within time framework as is mentioned in the table below:

Deliverables	Submission Deadline	Approved by
Report on the analysis work performed on the Training programs and materials for teachers, including relevant conclusions and recommendations on the concept of documents to be revised under Task 2.	8 weeks from signing the contract	General Education Department of the Ministry of Education, Culture and Research.
Report on the analysis work performed on the Training programs and materials for school directors, including relevant conclusions and recommendations on the concept of documents to be revised under Task 2.	8 weeks from signing the contract	General Education Department of the Ministry of Education, Culture and Research.
Proposals and recommendations on improving the training programs for teachers in the area of community, gender and inclusion awareness that shall be incorporated in the training materials (training program, draft training sessions, trainer's manual, assessment methodology), based on 5 defined professional competence standards for teachers.	12 weeks from signing the contract	General Education Department of the Ministry of Education, Culture and Research.
Proposals and recommendations on improving the Training programs for school directors in the area of community, gender and inclusion awareness that shall be	12 weeks from signing the contract	General Education Department of the Ministry of Education, Culture and Research.

<sup>1</sup> The professional competence standards for teachers 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.

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

incorporated in the training materials (training program, draft training sessions, trainer's manual, assessment methodology), based on 6 defined professional competence standards for school directors		
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The outcomes will be developed in Romanian.

## **5. Qualification requirements and basis for evaluation (evaluation criteria)**

### **(i) General experience (30 points):**

- At least 3 years of demonstrated experience in assessing, designing and developing training programs.
- Previous experience in providing consultancy in the area of inclusive education, gender and community awareness;

### **(ii) Specific experience (40 points):**

- Experience in offering professional training services in the education sector, including in the curriculum development and assessment.
- Proven experience in developing training materials and delivering trainings in the area of inclusive education, gender and community engagement/awareness.

### **(iii) Professional experience of key personnel (30 points):**

- Team manager with professional experience in the area of educational sciences;
- Experts qualified in development of training materials for teachers;
- Experienced trainers in inclusive education, gender and community engagement/awareness.

## **6. Duration of the assignment and estimated time input**

This consultancy is expected to begin in May 2019 and to be completed by August/September 2019.

## **7. Reporting requirements**

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

## **8. Institutional Arrangements**

The consultant company will work under the direct supervision of the General Education Department of the Ministry of Education, Culture and Research and all the works 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.