

**Terms of Reference for
Consulting services to develop in-depth inclusive education modules to train teaching
support staff and psycho-pedagogues working with students with disabilities and special
educational needs**

1. Background information on the project

The „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 (USD 40 million equivalent) and the Additional Financing (MERP-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 support 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.

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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 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.

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 developing in-depth special education modules and training teaching support staff and psycho-pedagogues working with students with disabilities or special educational needs.

The MERP-AF continues to improve teachers' pedagogical knowledge and skills and school management's managerial and leadership skills. The Additional Financing supports a formative evaluation to review that training program with the purpose of further enhancing it - including developing and adding awareness modules on community, gender, and inclusive education for students with special needs and/or disabilities—and expanding its coverage by training approximately 2,500 additional teachers. The Additional Financing also supports specialized training for at least 450 support teachers and psycho-pedagogues working directly with students with disabilities and/or special educational needs.

In this context, MoECR intends to hire a firm to develop in-depth inclusive education modules to train teaching support staff and psycho-pedagogues working with students with disabilities and special educational needs.

2. Objective of the assignment

The objective of the assignment is to develop inclusive education modules and materials to train primary and secondary education teaching support staff and psycho-pedagogues working with students with disabilities and special educational needs.

3. Scope of Work

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

Task 1 - Diagnostic work

Review of existing documents/regulations to identify the training needs for teaching support staff and psycho-pedagogues in primary and secondary education related to the implementation of professional competence standards for teachers in the general education to be able to determine the training needs in inclusive education for teaching support staff and psycho-pedagogues that work with students with disabilities and special educational needs.

Task 2 - Development of training, reference materials, and certification test

- ✓ Develop a modular curriculum on identified needs for teaching support staff and psycho-pedagogues in the primary and secondary education regarding implementation of professional competence standards for teachers in the general education, including the course support, consisting of training modules, based on 5 defined professional competence standards for teachers ¹ and international conventions;
- ✓ Develop training materials (training program, draft training sessions, trainer's manual, assessment methodology), which include each module, based on 5 defined professional competence standards for teachers. Training materials should include relevant case studies, examples and references;
- ✓ Develop competency certification test for each module;
- ✓ Develop the sample of graduation certificate for training course.

4. Deliverables

The Consulting company shall submit to the Ministry of Education, Culture and Research (MoECR) the following deliverables:

1. Report on the diagnostic work performed to identify the training needs for teaching support staff and psycho-pedagogues in the primary and secondary education regarding implementation of professional competence standards for teachers in the general education, including relevant conclusions and recommendations on the concept of documents to be developed under Task 2.
2. Modular curriculum, including the course support, consisting of training modules developed, based on 5 defined professional competence standards for teachers.
3. Training materials (training program, draft training sessions), which include each module, based on 5 defined professional competence standards for teachers.
4. Competency certification test for each training module developed, based on 5 defined professional competence standards for teachers.
5. Sample of graduation certificate for training course.

¹ 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*.

6. Monthly progress reports.

All deliverables should be elaborated in Romanian languages and shall be submitted in electronically and hard-copy.

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

(i) General experience (30 points):

- At least 3 years of demonstrated experience in designing and developing training programs;
- At least 3 years' experience in providing consultancy in the area of inclusive education;
- Experience in developing training materials in inclusive education;
- Knowledge of Moldova's education system.

(ii) Specific experience (40 points):

- Experience in offering professional training services in the education sector, including in the inclusive education;
- Demonstrated experience in developing training materials and programs in the area of inclusive education;
- Experience in assessing, developing and delivering training programs to teachers.

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

- A team manager with professional experience in the area of educational sciences;
- Experts with at least 5 years of pedagogical experience;
- Experts qualified in development of training materials for teachers;
- Experts certified in training teachers in the area of inclusive education;
- Excellent technical writing skills in Romanian.

6. Duration of the assignment and estimated time input

This consultancy is expected to begin in February 2019 and be completed by June 2019 with the deliverables submitted as follow:

Deliverables	Submission Deadline	Approved by
1. Report on the diagnostic work performed, including relevant conclusions and recommendations on the concept of documents to be developed under Task 2.	4 weeks from signing the contract	General Education Department of the Ministry of Education, Culture and Research.
Modular curriculum, including the course support, consisting of training modules developed, based on 5 defined professional competence standards for teachers.	10 weeks from signing the contract	General Education Department of the Ministry of Education, Culture and Research.
Training materials (training program, draft training sessions), which include each module developed, based on 5 defined professional competence standards for teachers.	14 weeks from signing the contract	General Education Department of the Ministry of Education, Culture and Research.

Competency certification test for each training module developed, based on 5 defined professional competence standards for teachers	18 weeks from signing the contract	General Education Department of the Ministry of Education, Culture and Research.
Sample of graduation certificate for training course.	20 weeks from signing 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 MERP project coordinator.

7. Reporting requirements

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

8. Institutional Arrangements

The consultant company will work under the direct supervision of the General Education Department of the MoECR 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.