

## **REQUEST FOR EXPRESSIONS OF INTEREST (CONSULTING SERVICES – INDIVIDUAL CONSULTANTS)**

### **ROMANIA**

#### ***Romania Secondary Education Project***

Loan Agreement No 8481-RO

**Assignment Title:** **Technical assistance to develop professional standards for teachers**

**Reference No.:** [C 1.2/17](#)

The *Government of Romania (GoR)* has received financing from the World Bank toward the cost of the *Romania Secondary Education Project*, and intends to apply part of the proceeds for consulting services.

The consulting services (“the Services”) include ***technical assistance to develop professional standards for teachers*** within a period of *45 days, between April 2024 and June 2024*. The Terms of Reference for ***Technical assistance to develop professional standards for teachers*** are annexed to this Request for Expressions of Interest.

The *Ministry of Education / Unit for the Management of Externally Financed Projects* now invites eligible consultants (“Consultants”) to indicate their interest in providing the Services. Interested Consultants should provide information demonstrating that they have the required qualifications and relevant experience to perform the Services.

One Consultant will be selected in accordance with the selection of individual consultants method set out in the Consultant Guidelines. Firms are not allowed to propose individual consultants. Each consultant must indicate the targeted position, taking into account the following minimum qualification requirements:

#### **Qualification**

The minimum competencies required are the following:

#### **Coordinator**

- PhD in Education Sciences;
- Professional background in initial teacher training/ scientific research in Education Sciences;
- At least 10 years of professional experience in education;
- Proven experience in initial teacher training/design or evaluation of training programs for teachers/ development of regulatory documents in the field of teaching career;

- Extensive knowledge of the Romanian education system;
- Ability to analyze and synthesize and experience in drafting reports;
- Good organizational and planning skills, ability to prioritize tasks and deliver under tight deadlines;
- Good interpersonal skills, ability to coordinate and motivate teams;
- Computer literacy: Word, Excel, Power Point, Internet.
- Good oral and written communication skills in Romanian.

### **Experts**

- Bachelor/Master's in any subject area and pedagogic training;
- At least 10 years of teaching experience;
- Professional background in initial or continuous teacher training/ scientific research in Education Sciences/ coordination or supervision of students' teaching practice;
- Proven experience in initial or continuous teacher training/design or evaluation of training programs for teachers/ development of regulatory documents in the field of teaching career;
- Experience as a teachers' mentor constitutes an advantage;
- Good knowledge of the Romanian education system;
- Good interpersonal skills, ability to work in teams;
- Good oral and written communication skills in Romanian;
- Computer literacy: Word, Excel, Power Point, Internet.
- Ability to deliver under tight deadlines.

The attention of interested Consultants is drawn to paragraph 1.9 of the World Bank's *"Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits and Grants by World Bank Borrowers"* dated January 2011 (revised July 2014). ("Consultant Guidelines"), setting forth the World Bank's policy on conflict of interest. In addition, please refer to the following specific information on conflict of interest related to this assignment:

Bank policy requires that consultants provide professional, objective, and impartial advice and at all times hold the client's interests paramount, without any consideration for future work, and that in providing advice they avoid conflicts with other assignments and their own corporate interests. Consultants shall not be hired for any assignment that would be in conflict with their prior or current obligations to other clients, or that may place them in a position of being unable to carry out the assignment in the best interest of the Borrower. Without limitation on the generality of the foregoing, consultants shall not be hired under the circumstances set forth below:

(a) Conflict between consulting activities and procurement of goods, works, or non-consulting services (i.e., services other than consulting services covered by these Guidelines): A firm that has been engaged by the Borrower to provide goods, works, or non-consulting services for a project, or any affiliate that directly or indirectly controls, is controlled by, or is under common control with that firm, shall be disqualified from providing consulting services resulting from or directly related to those goods, works, or non-consulting services. Conversely, a firm hired to provide consulting services for the preparation (before Loan effectiveness) or implementation of a project, or any affiliate that directly or indirectly

controls, is controlled by, or is under common control with that firm, shall be disqualified from subsequently providing goods, works, or services (other than consulting services covered by these Guidelines) resulting from or directly related to the consulting services for such preparation or implementation. This provision does not apply to the various firms (consultants, contractors, or suppliers) which together are performing the Contractor's obligations under a turnkey or design and build contract.

(b) Conflict among consulting assignments: Neither consultants (including their personnel and sub-consultants), nor any affiliate that directly or indirectly controls, is controlled by, or is under common control with that firm, shall be hired for any assignment that, by its nature, may be in conflict with another assignment of the consultants. As an example, consultants assisting a client in the privatization of public assets shall neither purchase, nor advise purchasers of, such assets. Similarly, consultants hired to prepare Terms of Reference (TOR) for an assignment shall not be hired for the assignment in question.

(c) Relationship with Borrower's staff: Consultants (including their experts and other personnel, and sub-consultants) that have a close business or family relationship with a professional staff of the Borrower (or of the project implementing agency, or of a recipient of a part of the loan) who are directly or indirectly involved in any part of: (i) the preparation of the TOR for the assignment, (ii) the selection process for the contract, or (iii) the supervision of such contract may not be awarded a contract, unless the conflict stemming from this relationship has been resolved in a manner acceptable to the Bank throughout the selection process and the execution of the contract.

(d) A consultant shall submit only one proposal, either individually or as a joint venture partner in another proposal. If a consultant, including a joint venture partner, submits or participates in more than one proposal, all such proposals shall be disqualified. This does not, however, preclude a consulting firm to participate as a sub-consultant, or an individual to participate as a team member, in more than one proposal when circumstances justify and if permitted by the RFP (Request for Proposal).

**8 Individual Consultants** will be selected in accordance with the selection of individual consultants' method set out in the Consultant Guidelines.

Further information can be obtained at the address below during office hours **8:00 A.M. – 4:00 P.M.**

Expressions of interest and CVs must be delivered in a written form to the address below (in person, or by mail, or by fax, or by e-mail) by **April 5, 2024 at 11:00 AM Bucharest local time. To validate the information presented in the CV, the candidate will attach all supporting, necessary to prove at least the minimum qualifications that are mandatory (study diplomas, proofs for the professional experience, list of papers and/or copies after the cover and the content of relevant scientific works, recommendations, training diplomas etc.).**

Ministry of Education – Unit for the Management of Externally Financed Projects

Attn: Andrei Noanea – Contract Monitoring Specialist

12 Spiru Haret Street, 2<sup>nd</sup> floor, room 1

Postal code: 010176, Sector 1, Bucharest, Romania

Tel: +40 21 305 60 79

Fax: + 40 21 305 59 90

E-mail: [andrei.noanea@pmu.ro](mailto:andrei.noanea@pmu.ro)

**Romania**  
**Ministry of Education**  
**Romania Secondary Education Project (ROSE Project)**  
**Loan Agreement N° 8481-RO**

**Terms of Reference for technical assistance to  
develop professional standards for teachers**

**I. Background**

On April 17, 2015, the Government of Romania (GoR) and the World Bank (WB) signed the Loan Agreement N° 8481-RO on the implementation of the **Romania Secondary Education Project** (hereinafter referred to as **the ROSE Project**). The ROSE Project was declared effective on October 14, 2015, and is implemented by the Ministry of Education (MoE) until November 2024, through the Unit for the Management of Externally Financed Projects (UMEFP). The ROSE Project Development Objectives (PDO) are to improve transition from upper secondary to tertiary education and increase the retention in the first year of tertiary education in project-supported education institutions. It is structured in three components, as described below.

**Component 1 – School-based and Systemic Interventions.** This component finances supply-side interventions at the school and system levels to address the academic and personal factors hindering Romanian students from transitioning from upper secondary to tertiary education, including dropping out, declining to take the Baccalaureate, or scoring a low mark on the Baccalaureate.

The activities under this component are grouped in the following sub-components:

**Sub-component 1.1 – School-based Interventions.** This sub-component supports the transition of students from upper secondary to tertiary education using a decentralized approach based on non-competitive grants to low-performing public high schools selected according to given criteria, factoring average Baccalaureate passing rates and upper secondary graduation rates.

The grants are intended to support activities that reduce high school dropout rates, increase graduation rates and improve performance at the Baccalaureate exam. Eligible activities include pedagogical and support activities (e.g. remedial classes, tutoring, counseling, guidance/coaching, development of socio-emotional skills etc.), extracurricular activities (e.g. outreach programs, documentary trips/visits, internships, competitions, school networking, etc.), minor civil works and purchase of goods, as well as management activities.

In early June 2021, there were 874 high school grants under implementation in all three batches. However, schools in batch one closed grants in June 2022, and savings have been reallocated towards systemic interventions mainly related to standardized assessments and teacher training.

**Sub-component 1.2 – Systemic Interventions.** This sub-component supports a series of interventions aimed at addressing the systemic challenges faced by all high schools in facilitating the transition into tertiary education. The interventions will be implemented centrally by the MoE and include interventions on curriculum, teachers' and public-school directors' training, assessment, awareness raising campaigns, procurement of goods to improve the teaching-learning conditions in the high schools eligible to receive grants, including digital devices etc.

Several systemic activities focused on learning recovery and the creation of a resilient education system have been initiated in 2022, including i) a pilot in two counties to use computer-assisted

assessment at grade 8 and Bacalaureate examination (digital evaluation and grading); ii) a pilot on a standardized assessment for students in grade 9 in mathematics and language subjects; iii) support for standardized assessments in grades 2, 4, and 6; and iv) teacher training to improve classroom practices and evaluation assisted by technology.

To enhance increase quality of education, the project funds will be used to draft the professional profile and the set of professional standards for teachers. The professional profile of the teacher is a referential document with axiological, functional and instrumental value for initial and continuous training in the teaching career. The role of this document is to ensure a coherent approach and context for the professionalization of teacher training and career development, including the strengthening of the socio-professional status of the teacher. The professional profile of the teacher will also represent the basis for the development of the set of quality standards for initial training programs and the set of professional standards for teaching positions.

**Component 2 – University - Level Interventions and Bridge Programs.** This component supports activities designed to address the needs of students who are at risk of dropping out of faculties in the first year of study in tertiary education through provision of non-competitive grants for public faculties that serve these at-risk students and design and implementation of learning centers. It also finances development of bridge programs, like, inter-alia, tertiary-level campus-based summer courses for high school students, secondary school-faculty/university-labor market partnerships and university campus-based tutoring programs for high school students. 393 grants have been offered to eligible faculties/universities.

**Component 3 – Project Management, Monitoring and Evaluation.** This component finances day-to-day project management activities, Monitoring and Evaluation (M&E) activities, project audits, as well as incremental operational and staffing costs of the MoE's UMEFP.

In the current context, the project design comprises a combination of grants and systemic interventions that allow immediate response to learning losses, support recovery, and reduce inequalities aggravated by the COVID-19 pandemic.

## **II. Objective**

The objective of this assignment is to design and develop the professional profile and the set of professional standards for teachers, according to the legal provisions in force. The professional profile will be adapted to career stages and educational levels, as requested by Law no. 198/2023 on pre-university education.

8 individual consultants will be selected according to these ToRs, one of which will coordinate the group of experts. Out of the other 7 experts, 2 will have a background in ECEC, 2 will have a background in primary education and 3 will have a background in secondary education.

## **III. Scope of Services**

To achieve the objective of this assignment, the consultants to be hired under these Terms of Reference should carry out the following tasks and activities:

### **a. Learning Tasks:**

- Review the documents related to teacher's competency profile and professional/occupational standards previously prepared by the Ministry of Education, including under EU-funded non-competitive projects

- Review the Research Report developed after consultation of the teaching staff for the validation of the teacher's competency profile.
  - Review the country reports for Romania published by OECD, such as *Reforming School Education in Romania: Strengthening Governance, Evaluation and Support Systems 2024*.
  - Review relevant professional profile and professional standards for teachers in at least 5 other countries
- b. ***Meet the core members of the ROSE Project Management Unit***, especially the Project Director, the Systemic Interventions Coordinator, as well as other specialists in the UMEFP and in the Ministry of Education, as indicated by the Project Director.
  - c. ***Coordinate with the other consultants*** participating as members of the working group at the development of the professional profile adapted to career stages and educational levels and the set of professional standards for teachers, especially with the coordinator, to provide coherence and consistency of the approach. The consultants should meet every week and work closely with the other experts in the group.
  - d. ***Contribute to the preparation*** of the professional profile adapted to career stages and educational levels and the set of professional standards for teachers, taking into consideration all requirements presented in the Law no. 198/2023 on pre-university education and other legal provisions, using the related documents previously developed by the Ministry of Education, as well as international best practice examples in the field. The professional profile targets the set of competences needed to carry out the teaching activity: design, organization of the learning environment, carrying out the teaching-learning-assessment process, evaluation of the results of one's own activities, improvement of results/achievements, counselling and mentoring, professional development, innovation and research. It should consider the full complexity of professional teaching and non-teaching roles and functions, in physical and digital or mixed environments: counsellor, mentor, author of educational resources, including digital ones. It should integrate knowledge, skills and attitudes, resulting in three areas of competence: professional knowledge, professional practice and professional engagement. It should respond to current challenges related to communication and relationships in complex physical and digital environments: digitization, migration, resilience, prevention and reduction of violence and conflict.  
The contributions of each expert will be submitted to the coordinator, who will harmonize and integrate them in the first version of the professional profile adapted to career stages and educational levels and the set of professional standards for teachers.  
The first version of the documents will be submitted by the coordinator to the UMEFP director. All comments provided to the Consultants should be incorporated in the final version of the above-mentioned documents.
  - e. ***Contribute to the preparation of a second version*** of the professional profile adapted to career stages and educational levels and the set of professional standards for teachers, including all the feedback received from the Ministry of Education and UMEFP.
  - f. ***Support organization of and participate to*** public consultation sessions with relevant actors, such as representatives of Teacher Training Departments in universities, representatives of teachers' unions and associations, directors of Teacher Training Houses in the counties, civil society representatives etc.)
  - g. ***Contribute to the preparation of the final version*** of the professional profile adapted to career stages and educational levels and the set of professional standards for teachers, following the public consultation.
  - h. ***Communicate proactively and regularly*** with the ROSE Project Director and the UMEFP core team and participate in meetings, as needed.

The documents will be presented to the Project Director, who will review them with the UMEFP and Ministry of Education team. All comments provided should be incorporated in the final version of the documents.

#### **IV. Deliverables**

As a result of the services described above, the consultants shall deliver the products specified in the table below. All deliverables shall be provided in Romanian.

<b>Deliverable</b>	<b>Due Date (in weeks following contract signing)</b>
Contributions to the Draft professional profile adapted to career stages and educational levels and the set of professional standards for teachers	4 weeks
Second version of the professional profile adapted to career stages and educational levels and the set of professional standards for teachers, including the feedback received from UMEFP	8 weeks
Final version of the professional profile adapted to career stages and educational levels and the set of professional standards for teachers, including relevant feedback received during public consultation	12 weeks

#### **V. Qualifications**

##### **Coordinator**

- PhD in Education Sciences;
- Professional background in initial teacher training/ scientific research in Education Sciences;
- At least 10 years of professional experience in education;
- Proven experience in initial teacher training/design or evaluation of training programs for teachers/ development of regulatory documents in the field of teaching career;
- Extensive knowledge of the Romanian education system;
- Ability to analyze and synthesize and experience in drafting reports;
- Good organizational and planning skills, ability to prioritize tasks and deliver under tight deadlines;
- Good interpersonal skills, ability to coordinate and motivate teams;
- Computer literacy: Word, Excel, Power Point, Internet.
- Good oral and written communication skills in Romanian.

##### **Experts**

- Bachelor/Master's in any subject area and pedagogic training;
- At least 10 years of teaching experience;
- Professional background in initial or continuous teacher training/ scientific research in Education Sciences/ coordination or supervision of students' teaching practice;
- Proven experience in initial or continuous teacher training/design or evaluation of training programs for teachers/ development of regulatory documents in the field of teaching career;

- Experience as a teachers' mentor constitutes an advantage;
- Good knowledge of the Romanian education system;
- Good interpersonal skills, ability to work in teams;
- Good oral and written communication skills in Romanian;
- Computer literacy: Word, Excel, Power Point, Internet.
- Ability to deliver under tight deadlines.

## **VI. Other Relevant Terms**

***Period of the Assignment.*** The assignment is planned for 45 days for the coordinator and 30 days for the other experts, between April 2024 and June 2024, with the possibility to be extended, if needed, based on positive assessment of the performance of the services provided.

***Location of Assignment.*** The Consultants will be located in their offices. They will also participate in regular meetings with the UMEFP staff, at the UMEFP office.

***Reporting Obligations.*** The Consultant shall report to the ROSE Project Director. All deliverables shall be submitted to the ROSE Project Director.

***Confidentiality.*** The Consultant shall not at any time communicate to any person or entity any confidential information acquired in the course of the proposed assignment.

***Proprietary Rights.*** All documentation compiled or prepared by the Consultant for the MoE and World Bank in the course of the proposed assignment shall be confidential. The MoE shall, solely and exclusively, own all rights to any work created in connection with this agreement, including all data, documents, information, copyrights, patents, trademarks, trade secrets or other proprietary rights. The Consultant shall, not later than upon termination or expiration of the Contract to be prepared for the proposed assignment, deliver all such documentation to the MoE. The Consultant is not allowed to post or publish (electronically or in print) any project-related information without the explicit permission of the MoE.