

EDUCATION QUALITY IMPROVEMENT PROJECT (EQIP)
MINISTRY OF EDUCATION AND RESEARCH
Procurement Reference: MD-MoED-545104-CS-CQS
TERMS OF REFERENCE

Training Services, Professional Development, and Study Visits for Teaching Staff
Thematic Area: Inclusive Education, Innovative Pedagogy, and Educational Leadership

A. PROJECT DESCRIPTION

General Context

The education system of the Republic of Moldova is undergoing a comprehensive reform process aimed at improving learning outcomes, modernizing educational environments, and strengthening the professional competencies of teaching staff. Disparities persist across institutions in terms of student performance, integration of digital technologies, development of STEM competencies, and provision of inclusive education. In this context, continuous professional development of teachers is a critical condition for the coherent implementation of reforms.

The **Education Quality Improvement Project (EQIP)** is implemented by the Ministry of Education and Research during the period 2023–2029, with a total budget of USD 59.8 million. The Project aims to improve the quality of education through investments in infrastructure, human capital development, and strengthening the institutional capacity of the education system.

Under the Project, **Component 1.3** supports continuous professional development of teachers through the **School Improvement Grants (SIG) Program**. This component promotes the establishment and consolidation of a national professional learning network and encourages the adoption of innovative pedagogical practices. The Program is implemented through a competitive process of school subprojects, with 121 institutions benefiting from goods, services, and training during 2025–2027, through centralized procurement conducted by the Ministry.

The **School Technical Grants Operations Manual** defines the implementation framework, financial and procedural rules, and eligible expenditure categories. Training activities include courses, seminars, workshops, and other project-related capacity-building actions, covering costs for trainers, materials, logistics, and organization. Each school grant has a clearly defined financial ceiling, and the budget structure ensures the allocation of a minimum share for services and training. This confirms the central role of professional development within the overall intervention design.

The training services covered under these Terms of Reference refer exclusively to continuous professional development activities organized within the Republic of Moldova. These services aim to strengthen pedagogical and managerial competencies, support the development of a functional professional network among teaching staff, and ensure effective implementation of school subprojects. The activities will facilitate the exchange of practices, foster inter-institutional collaboration, and promote the application of innovative solutions in the educational process.

Through this approach, the Project ensures alignment between material investments and professional capacity development, contributes to the professionalization of teaching and managerial staff, and supports the improvement of the overall quality of students' learning experience.

Specific Context

The education system of the Republic of Moldova is undergoing an accelerated reform process focused on improving learning outcomes, modernizing teaching practices, and strengthening the institutional capacity of schools. The **Education Quality Improvement Project (EQIP)**, financed by the World Bank and implemented by the Ministry of

Education and Research during 2023–2029, supports integrated interventions that align infrastructure investments with the continuous professional development of teaching and managerial staff.

The School Technical Grants Operations Manual, approved on February 26, 2025, clearly establishes professional development as a core eligible component of school subprojects. The emphasis is placed on the effective use of procured equipment, the application of innovative pedagogical practices, strengthening formative assessment, promoting inclusion, and developing professional learning communities.

Based on these provisions, the 121 beneficiary institutions have developed detailed professional development plans, directly aligned with the investments made and the objectives set under the grants. Schools have planned training activities strategically distributed across priority areas and structured around three distinct thematic domains.

This Terms of Reference focuses on the thematic area of **Inclusive Education, Innovative Pedagogy, and Educational Leadership**, with 107 activities planned. Annex 1 presents an extensive portfolio of training requests submitted by schools, centered on inclusive education, special educational needs (SEN), adapted curriculum, remedial teaching, innovative pedagogy, and educational leadership. A total of 107 activities are proposed, with delivery predominantly at the school level, complemented by several activities in Chişinău and other district locations.

Schools request applied interventions directly linked to the implementation of EQIP subprojects and the use of educational equipment. The focus is on classroom practices, curriculum adaptation for SEN, formative assessment, and the integration of technologies, including interactive digital tools and artificial intelligence for teachers. Requests also include socio-emotional components such as emotional regulation, behavior management, and support for vulnerable students, including children with parents working abroad.

Target participants include primary teachers, lower and upper secondary teachers, class teachers, school management teams, and support specialists such as psychologists, speech therapists, and teaching support staff. Participants are organized either in small groups of 2–7 persons for specialized training or in larger groups of 40–120 participants for symposia and professional learning community events.

Requested interventions include workshops and masterclasses focused on practical classroom application. Modular programs delivered across multiple sessions are proposed, as well as extended continuous training courses with a high number of contact hours. Consultancy services with a strong training component are required, focusing on direct implementation at the school level. Mentoring and coaching are also included, with follow-up activities after initial sessions. Study visits with a training component are planned at district level or in urban centers.

The duration of activities varies depending on the type and complexity of each training program, ranging from short sessions to extended training programs. The implementation calendar is structured across several stages, with activities planned mainly for the second half of 2026 and some actions continuing into 2027, depending on the specific nature of the activities and the implementation conditions. The main language of instruction is Romanian, with some activities delivered in Russian.

From a logistical and financial perspective, most activities are delivered directly in schools, requiring the mobilization of trainers across the entire country. Services frequently requested include coffee breaks, lunches, printing of materials, and meal packages. In some cases, additional services such as transport, accommodation, and participant kits, including consumables and customized materials, are required. The use of blended delivery formats requires provision of technical support for the online component, access to digital platforms, and distribution of digital materials.

B. GENERAL OBJECTIVE

To ensure the effective organization and implementation of professional development services in the fields of inclusive education, interventions for students with special educational needs (SEN), innovative pedagogy, and educational leadership for teaching and managerial staff in general education institutions benefiting from the EQIP Project, through the provision of an integrated package of training, consultancy, mentoring, and methodological support, aimed at developing competencies in designing and implementing adapted curricula, utilizing digital technologies to support inclusion, and improving the quality of teaching, learning, and assessment processes at the institutional level.

C. AREA OF ACTIVITY

The area of activity of professional development services for teaching and managerial staff in general education institutions benefiting from the EQIP Project is educational, strategic, and applied in nature. It focuses on developing the competencies required to implement inclusive education, deliver interventions for students with special educational needs, apply innovative pedagogy, use digital and emerging technologies for teaching and assessment, strengthen educational leadership, support student well being, and promote professional exchange among beneficiary institutions.

In response to the scope and market competition considerations, and taking into account the significant volume of 107 activities included in Annex 1, the assignment shall be structured into seven thematic areas. This thematic structure is intended to facilitate operational planning, thematic organization, staffing allocation, monitoring, reporting, and effective contract implementation.

The activities included in Annex 1 shall be grouped according to their thematic focus, delivery profile, required expertise, geographical coverage, and logistical complexity.

The proposed thematic structure is as follows:

- Thematic Area 1. Inclusive Education, SEN and Educational Interventions. Activities related to inclusive education, SEN, adapted curriculum, individualized intervention plans, remedial teaching, ASD support, behavioral and emotional difficulties, and multidisciplinary cooperation.
- Thematic Area 2. Digital Pedagogy and Digital Tools for Teaching, Learning and Assessment. Activities related to digital platforms, educational software, digital assessment, interactive displays, OER, AI tools, digital content creation, and online or blended learning.
- Thematic Area 3. STEM, STEAM and Emerging Technologies. Activities related to STEM and STEAM education, 3D modeling and printing, VR/AR, AI, digital laboratories, interdisciplinary STEM projects, and experimental learning.
- Thematic Area 4. Innovative Pedagogy, Authentic Learning and Formative Assessment. Activities related to innovative teaching methods, project based learning, authentic learning, Design Thinking, active learning, formative assessment, descriptive feedback, and instructional design.
- Thematic Area 5. Educational Leadership, Management, Mentoring and Professional Development. Activities related to educational leadership, school management, organizational culture, institutional development, mentoring, coaching, professional learning communities, and school improvement tools.
- Thematic Area 6. Safety, Well being and Socio emotional Support. Activities related to emotional regulation, student motivation, safe learning environments, prevention of risk behaviors, support for vulnerable students, behavior management, and socio emotional education.
- Thematic Area 7. Study Visits and Exchange of Experience with Training Component. Study visits, training visits, exchanges of experience, and visits to relevant education

centers, with a training, reflection, and transfer component, including related logistical services as specified in Annex 1.

Logistical services, including catering, transport, accommodation, printing of materials, participant kits, certificates, technical support, venue support, and other associated organizational services, shall be treated as associated services within each thematic area, strictly in accordance with Annex 1.

The Consultant may rely on subcontractors for logistical and auxiliary services, provided that the Consultant remains fully responsible for coordination, quality assurance, timely implementation, reporting, and compliance with contractual requirements.

D. KEY TASKS

Task 1. Planning and Design of Training Activities

a) Overall Planning and Coordination

The Consultant shall develop an integrated framework for the implementation of training activities, directly aligned with the objectives of beneficiary institutions under the EQIP Project and with the approved thematic areas.

The Consultant shall align training activities with the thematic areas defined in these Terms of Reference and with the following thematic directions, as applicable: inclusive education and SEN, digitalization for inclusion, STEM and STEAM, innovative pedagogy and assessment, safety and well-being, study visits, and educational leadership and management. The Consultant shall confirm target groups and adjust planning in coordination with the Contracting Authority.

The Consultant shall establish an implementation schedule, with clear phasing and balanced distribution based on volume and complexity.

The Consultant shall develop detailed agendas for each activity, including operational objectives, measurable results, and practical outputs at classroom and institutional levels.

The Consultant shall estimate the number of hours for each activity, including theoretical sessions, practical applications, and follow-up activities.

b) Curriculum Design

The Consultant shall develop training materials tailored to each thematic area.

For **inclusive education and SEN**, The Consultant shall include activities focused on the development and implementation of individualized intervention plans, remedial teaching, curriculum adaptation, work with students with Autism Spectrum Disorders (ASD), interventions for emotional difficulties, and strengthening collaboration between teachers and support specialists.

For **digitalization in support of inclusion**, The Consultant shall integrate the use of adapted digital tools, digital assessment, interactive displays, adaptive digital resources, effective use of Open Educational Resources (OER), and online safety measures for students with SEN.

For **innovative pedagogy and assessment**, The Consultant shall design results-based activities, ensure alignment between competencies and authentic learning tasks, apply descriptive feedback, and promote systematic use of formative assessment.

For **educational leadership and management**, The Consultant shall include activities focused on change management, development of an inclusive organizational culture, and use of digital platforms for school management and performance monitoring.

The Consultant shall define final outputs of the activities, including intervention plans, lesson scenarios, interdisciplinary projects, assessment tools, and institutional action plans. The Consultant shall develop tools for assessing participants' progress, aligned with the objectives of each thematic area.

c) Logistical Planning

The Consultant shall determine the delivery format, face-to-face, online, or blended, based on thematic requirements and institutional needs.

The Consultant shall plan the resources required for each thematic area, including materials for individualized interventions, digital resources, equipment for STEM activities, and support tools for leadership activities.

The Consultant shall organize all training materials and documentation required for the effective delivery of training activities.

Task 2. Organization and Delivery of Training Activities

The Consultant shall ensure the implementation of training activities in accordance with the approved plan and aligned with the established thematic directions.

The Consultant shall organize training sessions for teaching staff, managerial staff, and support specialists, based on the specific focus of each thematic area.

For **inclusive education and SEN**, The Consultant shall deliver applied sessions on the development and implementation of individualized intervention plans, remedial teaching, curriculum adaptation, work with students with Autism Spectrum Disorders (ASD), interventions for emotional difficulties, and effective collaboration between teachers and support specialists.

For **digitalization in support of inclusion**, The Consultant shall organize practical sessions on the use of adapted digital tools, digital assessment, interactive displays, adaptive digital resources, effective use of Open Educational Resources (OER), and promotion of online safety for students with SEN.

For **innovative pedagogy and assessment**, The Consultant shall apply methods focused on results-based instructional design, alignment of competencies with authentic learning activities, use of descriptive feedback, and implementation of formative assessment.

For **educational leadership and management**, The Consultant shall organize sessions focused on change management, development of an inclusive organizational culture, and use of digital platforms for school management and performance monitoring.

The Consultant shall ensure trainers with demonstrated expertise in the relevant fields.

The Consultant shall apply interactive training methods, including case studies, teamwork, design exercises, micro-teaching, simulations, and strategic planning activities.

The Consultant shall integrate educational technologies and relevant resources into the training process.

The Consultant shall ensure participant attendance records and provide methodological support throughout the delivery of activities.

Task 3. Monitoring, Reporting, and Sustainability

This task focuses on tracking the quality of implementation, analyzing results, and supporting the application of developed competencies at the institutional level. The contract period shall include the time required for activity delivery, monitoring of the application of developed outputs, and submission of the final report.

a) Monitoring of Results

The Consultant shall apply initial and final evaluation tools for each activity, depending on the thematic area.

For **inclusive education and SEN**, monitoring shall focus on the development and use of individualized intervention plans, application of differentiated strategies, and collaboration between teachers and support specialists.

For **digitalization and use of OER**, monitoring shall focus on the integration of digital tools into lessons, use of digital assessment, and application of online safety principles.

For **innovative pedagogy and assessment**, monitoring shall focus on the quality of instructional design, use of authentic learning activities, and implementation of formative assessment.

For **educational leadership and management**, monitoring shall focus on the development and implementation of institutional action plans and the use of digital management tools.

b) Reporting

The Consultant shall prepare reports for each activity, including description of the topic, number of participants, results achieved, and outputs produced.

The Consultant shall systematize materials and outputs developed by participants and highlight examples of good practice.

The Consultant shall provide recommendations for strengthening the application of developed competencies at classroom and institutional levels.

c) Ensuring Sustainability

The Consultant shall propose measures to ensure continuity of interventions, including follow-up sessions or mentoring, **as provided for in the implementation plan**. The Consultant shall support institutions in integrating training outcomes into institutional development plans and school strategic documents. The detailed reporting template is provided in Annex 2 and shall be mandatorily used by The Consultant.

Task 4. Provision of logistical services associated with training activities

The Consultant shall ensure the logistical organization of activities so that the delivery conditions are aligned with the training objectives and the specific nature of each topic.

- 1. Initial logistical planning.** The Consultant shall develop a logistical plan for each activity, aligned with the number of participants, delivery format, and duration. The logistical plan shall include the venue, required technical equipment, working materials, and auxiliary services approved in Annex 1.
- 2. Venue and delivery conditions.** For face-to-face activities, The Consultant shall ensure a venue appropriate to the number of participants and the type of activity. The space shall allow group work and the implementation of interactive activities. The venue shall be properly equipped with functional furniture and adequate comfort conditions.
- 3. Technical equipment and digital support.** The Consultant shall ensure the necessary equipment according to the plan, including a video projector or interactive display, laptop, audio system, and stable internet connection, as applicable. For online or blended activities, The Consultant shall ensure the delivery platform, secure access for participants, and technical support throughout the sessions.
- 4. Materials and working resources.** The Consultant shall ensure the reproduction of course materials, worksheets, and assessment tools in accordance with the number of participants. The Consultant shall prepare the materials required for the development of the practical outputs planned within the activity. Where applicable, The Consultant shall provide participant kits, including agenda, pen, digital support, and certificate of participation.
- 5. Catering services.** The Consultant shall ensure coffee breaks and lunch services, in line with the daily duration of activities and approved requests. Services shall be organized proportionally to the number of participants and the established schedule.
- 6. Transport and accommodation.** For activities requiring participants to travel to another location, The Consultant shall organize transport services and, where applicable, accommodation, exclusively for activities approved in Annex 1. Services shall comply with safety, efficiency, and cost optimization criteria.
- 7. Records and compliance.** The Consultant shall ensure attendance lists, supporting documents for services delivered, and the distribution of participation certificates.

Logistical organization shall comply with the approved plan and contractual conditions, ensuring the effective implementation of training activities.

By meeting these criteria, The Consultant shall ensure optimal conditions for the delivery of activities and the achievement of the expected results.

Direct target group:

- Primary school teachers, lower secondary teachers, and upper secondary teachers.
- Homeroom teachers and school management teams.
- Support specialists, including psychologist, speech therapist, and support teaching staff (SEN specialists).
- The estimated number of participants for each training program is specified in Annex 1 to this document.

E. TECHNICAL CAPACITY

Thematic Area: Inclusive Education, Innovative Pedagogy, and Educational Leadership

E.1. Operational Capacity

1. Estimated volume of activities and geographical coverage

The Consultant shall demonstrate the capacity to fully organize and deliver the activities specified in Annex 1 for the indicated thematic area.

Annex 1 includes an estimated volume of 107 activities for this thematic area, distributed across multiple districts and localities, with delivery primarily at the premises of beneficiary institutions.

Activities include different formats, face-to-face, online, and blended, with variable durations, from short sessions to extended training programs.

2. Trainer allocation and staffing model

The Consultant shall propose a staffing model proportionate to the number, duration, complexity, format, and geographical distribution of the activities included in the thematic area.

As an indicative benchmark, the Consultant should ensure at least one qualified trainer for every 20 to 25 planned activities. However, the Consultant may propose alternative staffing models, provided that they include a clear justification and demonstrate that the proposed team can ensure quality delivery, timely implementation, geographical coverage, continuity, and adequate support during peak implementation periods.

The staffing model shall specify:

1. Number of trainers assigned to each thematic area.
2. Trainers' thematic specialization.
3. Regional availability and mobility.
4. Capacity to cover simultaneous activities.
5. Backup arrangements for each thematic area.
6. Allocation of logistical and technical support staff.
7. Measures for quality assurance and methodological coherence.

3. Thematic area coordinator

The Consultant shall designate a Coordinator for the thematic area.

The Coordinator shall ensure operational coordination and methodological coherence of deliveries.

The Consultant shall provide the Coordinator's CV and a summary of relevant experience.

4. **Substitution and continuity mechanisms**

The Consultant shall present clear substitution mechanisms for cases of trainer unavailability.

Backup trainers shall be pre-nominated for each content area.

The Consultant shall provide CVs of backup trainers and specify the exact areas they can cover.

The Consultant shall describe the replacement procedure, including notification timeline, decision responsibility, and measures to ensure methodological continuity.

5. **Detailed operational plan**

To demonstrate operational capacity, The Consultant shall submit an Operational Plan including at least:

- Team structure, total number of trainers available for the thematic area.
- Clear roles, coordinator, lead trainers, associated experts, logistical support, technical support for online delivery.
- Allocation of trainers by regions and by types of activities, including school-based delivery, delivery in Chişinău, or other locations where applicable.
- Allocation of trainers by thematic specialization.
- Allocation of trainers by delivery format, face-to-face, online, blended.
- Monthly availability of trainers, aligned with the calendar in the annex.
- Internal procedures for planning, confirmation, communication with beneficiaries, and agenda updates.
- Procedures for managing schedule changes without affecting the total contracted volume.
- Procedures for ensuring logistics, including materials, catering, reproduction, transport, and accommodation, where specified in the annex.
- Procedures for coordination with subcontractors or Joint Venture members, where applicable.

6. **Indicative monthly Gantt chart**

The Consultant shall present an indicative monthly Gantt chart demonstrating realistic coverage of planned activities.

The chart shall include at least:

- Estimated number of activities per month.
- Estimated number of activities per month, disaggregated by the thematic area.
- Distribution by format, face-to-face, online, blended.
- Distribution by geographical area and beneficiary institution.
- Peak periods and coverage through the proposed human resources.
- Alignment between activities and trainer availability.

7. **Maximum number of activities implemented simultaneously**

The Consultant shall indicate the maximum number of activities that can be implemented simultaneously.

The Consultant shall justify this number based on:

- Number of trainers available within the same period.
- Geographical distribution of activities.
- Travel time and scheduling constraints.
- Need for technical support for online and blended activities.

8. **Internal coordination mechanism**

The Consultant shall describe the internal coordination mechanism, including at least:

- Responsibilities for planning and activity confirmation.
- Communication flow with beneficiaries and the contracting authority.
- Operational management tools used, shared calendar, activity register, participant tracking, archiving of deliverables.
- Quality assurance mechanisms, agenda validation, material verification, validation of participant outputs, and reporting verification.

F. EXPECTED RESULTS

As a result of the implementation of the training services, the following measurable and applicable outcomes will be achieved at classroom and institutional level:

- Teaching and managerial staff apply inclusive education principles and use individualized intervention plans for students with SEN, in line with needs identified at school level.
- Teachers design and implement remedial activities and curricular adaptations, including for students with ASD, emotional difficulties, behavioral difficulties, or learning difficulties.
- Collaboration among teachers, psychologists, speech therapists, support teachers, and school management teams is strengthened through coordinated intervention mechanisms.
- Teachers use adapted digital tools, open educational resources, digital assessment, and online safety principles to support inclusive teaching and learning.
- Teachers design learning outcomes based lessons, align competencies with authentic activities, and apply formative assessment and descriptive feedback.
- Participants develop practical outputs ready for classroom or institutional use, including intervention plans, adapted lesson scenarios, formative assessment tools, digital resources, action plans, and examples of good practice.
- Institutions strengthen educational leadership through action plans focused on inclusive organizational culture, change management, and school improvement.
- Management teams integrate relevant training outcomes into institutional planning documents and professional development processes.
- Each beneficiary institution creates a portfolio of products and tools developed during the training, supporting continuity and practical application.

Contract level performance indicators

The implementation of the assignment shall be monitored based on the following contract level performance indicators:

- At least 90 percent of planned training activities are delivered according to the approved implementation schedule or officially approved adjustments.
- At least 85 percent of registered participants complete the full training activity.
- At least 80 percent of participants produce practical outputs relevant to the training topic, such as intervention plans, adapted lesson scenarios, assessment tools, action plans, or methodological resources.
- At least 75 percent of beneficiary institutions submit self certified evidence that training results have been reflected in school level planning, institutional development plans, methodological commission plans, or other relevant internal documents.
- At least 80 percent of participants report improved capacity to apply the trained approaches, based on final evaluation forms.
- 100 percent of implemented activities are documented through attendance lists, agendas, summary notes, participant outputs, and logistical supporting documents.
- All final reports are submitted within the timeline agreed with the Contracting Authority.

G. KEY DELIVERABLES AND INDICATIVE TIMELINES

Stage	Deliverables	Indicative Timeline
Task 1. Initiation and planning of training programs	Deliverable 1. Inception report, training concept, and implementation methodology, including structure by thematic area, detailed mapping of activities by theme, region, delivery format, target group, number of participants and duration, indicative agendas, allocation of hours, training methodology, staffing plan, risk management plan, monitoring framework, and preliminary logistical plan.	Within 6 weeks from contract signing.
Task 2. Organization and implementation of training activities	Deliverable 2. Approved final agendas and training programs implemented for the thematic areas covered under the assignment. Documentation of activities through attendance lists, photo materials, participant outputs, and summary notes for each session.	Within 4 weeks from the approval of Deliverable 1 or according to the agreed schedule
Task 3. Evaluation, synthesis, and continuity	Deliverable 3. Final report for each implemented activity, including description of activities, participation analysis, summary of outputs, evaluation results, and recommendations for institutional-level application.	Within 3 weeks from the completion of each training program
Task 4. Logistical services associated with training	Deliverable 4. Logistical report including records of services provided, coffee breaks, lunches, material reproduction, distributed kits, transport and accommodation, where applicable, as well as supporting documents.	Submitted together with the final report for each training program

All deliverables shall be submitted in Romanian and provided in electronic format and, upon request, in printed format, with the approval of the Contracting Authority.

H. INSTITUTIONAL ARRANGEMENTS

The selected Consultant shall enter into a service contract with the Ministry of Education and Research of the Republic of Moldova, within the framework of the Education Quality Improvement Project (EQIP), financed by the World Bank. The Consultant shall operate under the direct coordination of the Contracting Authority and in continuous collaboration with the project implementation team.

The Contracting Authority shall provide The Consultant with relevant documentation for the implementation of the training programs, including information on beneficiary institutions, approved thematic objectives, reporting requirements, and visibility requirements. The Contracting Authority shall review and approve the methodological concept, agendas, deliverables, and reports submitted by The Consultant.

The Consultant shall be responsible for the full organization and implementation of the training programs, including planning, coordination, and management of all logistical and operational aspects. These include organizing training sessions, ensuring the availability of

trainers, managing venues, providing catering services, reproducing materials, distributing participant kits, and arranging transport and accommodation, where applicable.

The Consultant shall ensure operational communication with beneficiary institutions, trainers, and other involved stakeholders, confirm the activity schedule, and maintain the necessary flow of information for the efficient delivery of the programs. The Consultant shall identify and manage operational risks and promptly address any unforeseen situations. All costs related to the organization and implementation of the training programs shall be planned, budgeted, and managed by The Consultant, in accordance with contractual provisions and the budgets approved within the project.

Subcontracting

The Consultant may subcontract specific components of the assignment, particularly logistical and auxiliary services, such as catering, transport, accommodation, printing, venue support, and technical support for online or blended delivery, provided that the Consultant remains fully responsible for the quality, coordination, timely delivery, reporting, and compliance of all subcontracted services.

The Consultant shall indicate in the technical proposal the services proposed for subcontracting, the rationale for subcontracting, the estimated scope of subcontracted activities, and the coordination mechanism to ensure quality and timely implementation.

Subcontracting shall not relieve the Consultant of any contractual responsibility toward the Contracting Authority.

Joint Venture (JV) participation

Consulting firms may participate individually or as part of a Joint Venture (JV) with other legally registered entities. In case of a JV, the proposal shall clearly identify the lead partner, the roles and responsibilities of each member, the thematic and regional coverage of each partner, and the internal coordination and reporting mechanism.

The lead partner shall be responsible for contractual communication with the Contracting Authority and for the overall coordination and quality assurance of the assignment.

Each JV member shall demonstrate relevant experience and capacity for the tasks assigned to it within the proposal.

I. DURATION OF THE ASSIGNMENT

The estimated duration of the assignment is up to 10 months, starting from July 2026, depending on the implementation schedule of the training programs and activities included in Annex 1.

J. MINIMUM QUALIFICATION AND TECHNICAL CAPACITY REQUIREMENTS

a) General eligibility criteria

To ensure the effective and compliant implementation of the contracted services, The Consultant shall meet a clear set of eligibility criteria demonstrating legal capacity, professional experience, and operational competence. These criteria aim to ensure a high level of professionalism, institutional stability, and the ability to manage complex activities within the project.

The Consultant shall:

- Be a legally registered entity in accordance with applicable national legislation.
- Have at least 5 years of relevant experience in organizing and implementing professional development activities for teaching and managerial staff, including the design of training programs, logistical coordination of sessions, and monitoring of results.
- Demonstrate experience in implementing projects in the field of education, professional development of teaching staff, or educational management, through at least 3 relevant contracts or projects.

- Experience in collaboration with public institutions in the education sector shall be considered an advantage.
- Experience in projects funded by the World Bank, the European Union, or other international donors shall be considered an advantage.
- Have adequate logistical and administrative capacity to manage multiple activities, delegations, or parallel tracks simultaneously, including sufficient human resources, internal coordination mechanisms, and clear operational and financial management procedures.
- In case of Joint Venture (JV), the Consultant shall submit documents confirming the role of each JV member, the lead partner, the internal division of tasks, and the coordination mechanism.
- In case of subcontracting, the Consultant shall indicate the subcontracted services and demonstrate how quality, reporting, and timely delivery will be ensured.

b) Requirements for key personnel

Project Manager

The Consultant shall designate at least one Project Manager responsible for the overall coordination, implementation, monitoring, and operational management of the training programs covered under this assignment.

The Project Manager shall ensure planning of the training service delivery process, operational coordination, monitoring of activity implementation, management of human and logistical resources, and periodic reporting to the Contracting Authority. The Project Manager shall ensure compliance with timelines, quality standards, and requirements set out in the School Technical Grants Operations Manual.

c) Qualitative evaluation criteria

- Minimum 5 years of professional experience in project management, preferably in education, professional development, or curriculum reform.
- Proven experience in organizing and coordinating training programs for teaching and managerial staff, with at least 3 programs fully implemented.
- Experience in coordinating extended teams of trainers, managing multiple activities simultaneously, and reporting to public institutions or donors.
- Experience in projects funded by the World Bank, the European Union, or other international donors shall be considered an advantage.
- Demonstrated competencies in strategic planning, risk management, monitoring, and quality assurance of training processes.

d) Minimum requirements for trainers' qualifications

Trainers shall hold relevant higher education degrees, have at least 5 years of experience in adult training, and shall provide CVs, diplomas, a training portfolio, and at least 2 references. They shall demonstrate competencies in facilitating active learning, group work, case analysis, microteaching, practical application, and development of participant outputs.

Trainers shall demonstrate relevant expertise and practical experience in the thematic areas covered under this assignment:

- inclusive education and special educational needs, including individualized education plans, adapted curriculum, remedial interventions, reduction of participation barriers, support for students with Autism Spectrum Disorders, and collaboration within multidisciplinary teams;
- digital pedagogy and digital tools for teaching, learning, and assessment, including digital platforms, educational software, digital assessment, interactive displays, open educational resources, artificial intelligence tools, digital content creation, and online or blended learning;

- STEM, STEAM, and emerging technologies, including interdisciplinary STEM projects, 3D modeling and printing, virtual reality, augmented reality, artificial intelligence, digital laboratories, experimental learning, and development of technological and scientific competencies;
- innovative pedagogy, authentic learning, and formative assessment, including learning outcomes based instructional design, active methods, project based learning, Design Thinking, interdisciplinary integration, self assessment, descriptive feedback, and development of assessment tools adapted to students' needs;
- educational leadership, management, mentoring, and professional development, including change management, organizational culture development, school improvement planning, mentoring, coaching, professional learning communities, and development of institutional plans;
- safety, well being, and socio emotional support, including bullying prevention, emotional regulation, motivation, behavior management, support for vulnerable students, support for children with parents working abroad, promotion of well being, and development of a safe school climate;
- study visits and exchange of experience with a training component, including facilitation of reflection activities, transfer of good practices, preparation of participant tasks, documentation of lessons learned, and support for applying relevant practices at school level.

Trainers shall demonstrate the ability to guide participants in developing practical outputs relevant to the training topic, such as intervention plans, adapted lesson scenarios, formative assessment tools, digital resources, STEM project outlines, institutional action plans, mentoring plans, reflection tools, or other methodological products.

The Consultant shall submit examples of products, sample tools, course materials, or training resources that reflect the methodological level and practical orientation of the proposed training activities.

The qualification and technical capacity requirements shall be assessed in relation to the overall scope of the assignment and the thematic areas defined in these Terms of Reference. The Consultant shall demonstrate adequate human resources, technical expertise, operational capacity, logistical arrangements, and managerial capability to ensure the effective implementation of all activities included in Annex 1.

The Consultant shall provide a detailed operational plan, including the proposed team structure, trainer allocation by thematic area and specialization, logistical arrangements, subcontracting arrangements where applicable, implementation calendar, quality assurance mechanisms, and arrangements for replacing trainers when needed..

The assessment of qualification and technical capacity requirements is intended to ensure proportionality, adequate implementation capacity, operational feasibility, and effective delivery of the full scope of activities included in the assignment.

Annex 1 presents the full list of activities requested by beneficiary institutions. For procurement and implementation purposes, the activities are grouped by thematic areas. This grouping does not modify the content, scope, location, implementation period, number of participants, duration, or associated services requested by the institutions. It is introduced solely to facilitate operational planning, thematic organization, implementation management, monitoring, and reporting.