

01.11.2016, Bucharest

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

ROMANIA

Romania Secondary Education Project

Loan Agreement No 8481-RO

Assignment Title: Development of Guidelines on Socio-Emotional Skills and Guidelines on Personal Development and Coaching

Reference No.: C 1.1/1.5

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 *Development of Guidelines on Socio-Emotional Skills and Guidelines on Personal Development and Coaching* within a period of 120 days. The Terms of Reference for *Development of Guidelines on Socio-Emotional Skills and Guidelines on Personal Development and Coaching* are annexed to this Request for Expressions of Interest.

The *Ministry of National Education and Scientific Research / 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.

Five Consultants 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 for Coordinator

The minimum competencies required from the Consultant are the following:

- i. Advanced graduate degree (PHD/master degree/other postgraduate studies) in educational sciences or psychology;
- ii. At least 10 years professional experience in educational psychology / pedagogy / education;

- iii. Experience in elaboration of reference books, textbooks, support materials, guidelines and instruments in the fields of social-emotional skills development, personal development and coaching and /or in similar fields;
- iv. Experience in coordination of teams within educational activities or for elaborating books, papers, guidelines;
- v. Experience in elaboration / evaluation of training programs for teachers;
- vi. At least 7 years of professional experience related to preparation and/or implementation of education development projects (experience in implementing World Bank financed project is an advantage);
- vii. Extensive knowledge of Romanian education system and national policies;
- viii. Ability to deliver under tight deadlines and produce high quality outputs;
- ix. Demonstrate strong interpersonal skills and good written and oral communication skills in Romanian.
- x. Participation with papers/communications/posters at prestigious national, international conferences, in the field of social-emotional skills development and personal development and coaching and /or in similar fields, is considered to be an advantage;
- xi. Membership in professional associations in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage;

Qualification for Expert 1

The minimum competencies required from the Consultant are the following:

- i. Advanced graduate degree (PHD/master degree/other postgraduate studies) in educational sciences or psychology;
- ii. At least 3 years professional experience in educational psychology / pedagogy / education;
- iii. Experience in elaboration of reference books, textbooks, support materials, guidelines and instruments in the fields of social-emotional skills development, personal development and coaching and /or in similar fields;
- iv. Experience in elaboration / evaluation of training programs for teachers;
- v. At least 3 years of professional experience related to preparation and/or implementation of education development projects (experience in implementing World Bank financed project is an advantage);
- vi. Extensive knowledge of Romanian education system and national policies;
- vii. Ability to deliver under tight deadlines and produce high quality outputs;
- viii. Demonstrate strong interpersonal skills and good written and oral communication skills in Romanian.
- ix. Participation with papers/communications/posters at prestigious national, international conferences, in the field of social-emotional skills development

- and personal development and coaching and /or in similar fields is considered to be an advantage;
- x. Membership in professional associations in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage.

Qualification for Expert 2

The minimum competencies required from the Consultant are the following:

- i. Advanced graduate degree (PHD/master degree/other postgraduate studies) in educational sciences or psychology;
- ii. At least 3 years professional experience in educational psychology / pedagogy / education;
- iii. Experience in elaboration of reference books, textbooks, support materials, guidelines and instruments in the fields of social-emotional skills development, personal development and coaching and /or in similar fields;
- iv. Experience in elaboration / evaluation of training programs for teachers;
- v. At least 3 years of professional experience related to preparation and/or implementation of education development projects (experience in implementing World Bank financed project is an advantage);
- vi. Extensive knowledge of Romanian education system and national policies;
- vii. Ability to deliver under tight deadlines and produce high quality outputs;
- viii. Demonstrate strong interpersonal skills and good written and oral communication skills in Romanian.
- ix. Participation with papers/communications/posters at prestigious national, international conferences, in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage;
- x. Membership in professional associations in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage.

Qualification for Expert 3

The minimum competencies required from the Consultant are the following:

- i. Advanced graduate degree (PHD/master degree/other postgraduate studies) in educational sciences or psychology;
- ii. At least 3 years professional experience in educational psychology / pedagogy / education;
- iii. Experience in elaboration of reference books, textbooks, support materials, guidelines and instruments in the fields of social-emotional skills development, personal development and coaching and /or in similar fields;
- iv. Experience in elaboration / evaluation of training programs for teachers;

- v. At least 3 years of professional experience related to preparation and/or implementation of education development projects (experience in implementing World Bank financed project is an advantage);
- vi. Extensive knowledge of Romanian education system and national policies;
- vii. Ability to deliver under tight deadlines and produce high quality outputs;
- viii. Demonstrate strong interpersonal skills and good written and oral communication skills in Romanian.
- ix. Participation with papers/communications/posters at prestigious national, international conferences, in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage;
- x. Membership in professional associations in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage.

Qualification for Expert 4

The minimum competencies required from the Consultant are the following:

- i. Advanced graduate degree (PHD/master degree/other postgraduate studies) in educational sciences or psychology;
- ii. At least 3 years professional experience in educational psychology / pedagogy / education;
- iii. Experience in elaboration of reference books, textbooks, support materials, guidelines and instruments in the fields of social-emotional skills development, personal development and coaching and /or in similar fields;
- iv. Experience in elaboration / evaluation of training programs for teachers;
- v. At least 3 years of professional experience related to preparation and/or implementation of education development projects (experience in implementing World Bank financed project is an advantage);
- vi. Extensive knowledge of Romanian education system and national policies;
- vii. Ability to deliver under tight deadlines and produce high quality outputs;
- viii. Demonstrate strong interpersonal skills and good written and oral communication skills in Romanian.
- ix. Participation with papers/communications/posters at prestigious national, international conferences, in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage;
- x. Membership in professional associations in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage.

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).

Five 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 15 November 2016. 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 National Education and Scientific Research – Unit for the Management of Externally Financed Projects

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Romania
Ministry of National Education and Scientific Research
Romania Secondary Education Project (ROSE)
Loan Agreement N° 8481-RO

Terms of Reference for the Coordinator of the Development of
Guidelines on Socio-Emotional Skills and
Guidelines on Personal Development and Coaching

1. 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 will be implemented by the Ministry of National Education and Scientific Research of Romania (MNESR) until November 2022, through the Unit for the Management of Externally Financed Projects (UMEFPP). The ROSE Project Development Objectives (PDO) are to improve the transition from upper secondary into 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.

Sub-component 1.1 – School-based Interventions. This sub-component supports the transition of students from upper secondary into tertiary education using a decentralized approach based on non-competitive grants to low-performing public high schools.

The criteria for selection of eligible high schools combine the following rates: Baccalaureate passing rate and upper secondary graduation rate. Grants will be awarded to public high schools for a 4-year period to allow sufficient time for implementing activities aimed at supporting students from Grade 9 through Grade 12. At the end of the Project, it is estimated that approximately 80 percent of Romanian public high schools (1,154) would benefit from this sub-component.

High school grants are intended to support activities that reduce high school dropout rates, increase graduation rates, and improve performance on the Baccalaureate. Eligible activities will include the following:

- Academic and support interventions (e.g. remedial classes, tutoring, counseling, coaching, mediation with Roma communities etc.) – at least 50% of the grant amount;
- Extracurricular interventions (e.g. outreach programs, documentary trips/visits, internships, competitions, school networking, etc.) – up to 30% of the grant amount;
- Minor civil works for renovation of internal spaces/rooms (e.g. laboratories) – up to 20% of the grant amount.

Up to 10 percent of each grant can also be used to cover grant management and incremental operating costs associated with grant management tasks, including salaries of grant implementation team members.

The high school grant scheme is due to start in the 4th quarter of 2016 and will be phased in *three batches* so as to allow for the MNESR to build in an effective learning curve and have sufficient time to make adjustments to the grants scheme, if required. Accordingly, during 2016, the first batch of approximately 25 percent of the eligible high schools (around 300) will be provided with a grant, with the second batch of 770 eligible high schools participating in this scheme as of 2017, and the third batch of 100 high schools as of 2018. Each batch of approved proposals will be implemented over a period of 4 years (2016-2020 for the first batch, 2017-2021 for the second batch and 2018-2022 for the third batch). This sub-component will also finance all the technical assistance required for establishing a quality assurance mechanism for the High School Grants Scheme along all the steps in the cycle, including: (i) preparation of guidelines; (ii) facilitation for the preparation of high school proposals; (iii) evaluation of grant proposals; (iv) mentorship for remedial pedagogical-related activities; and (v) monitoring of fiduciary and other pedagogical aspects during the implementation of the approved grants.

The applicant high schools will be assisted in preparing the grant proposals by a team of *facilitators*, who will operate locally, at the county level, each of them being in charge with providing assistance to about 20 eligible high schools. The facilitators will also evaluate the applications for grants, each of them evaluating the proposals submitted by other high schools, from different school inspectorate(s) than the schools facilitated by them.

Once the grant agreements with the high schools are signed, a team of *monitors* will provide on-site monitoring of the grants under implementation, to ensure that all activities are being implemented according to the approved proposal, that the reporting is carried out accordingly, that the social participation and citizen engagements, as associated to the implementation of the grant, are being carried out.

In-depth technical assistance and mentorship for the activities under grants will also be provided through *mentors*, in matters concerning the design and implementation of all pedagogical-related interventions addressing the issues for which the grant was requested.

A series of guidelines for the High School Grant Scheme will be provided as instruments to facilitate the application and implementation of pedagogical activities, as:

- a) Guidelines on personal development and coaching;
- b) Guidelines on remedial activities and tutoring;
- c) Guidelines on counseling and professional guidance;

- d) Guidelines on socio-emotional skills,
- e) Guidelines on inclusive education.

Both the High School Grant Manual and the guidelines related to the eligible pedagogical activities will be developed to be used by the UMEFP, the applicant high school team, the technical assistance as mentioned above (facilitators, monitors and mentors) and other relevant stakeholders.

Sub-component 1.2 – Systemic Interventions. This sub-component finances: (i) revision of the upper secondary education curriculum, with specific consideration for the needs of disadvantaged students including Roma; (ii) training of teachers and public school directors on implementing the revised curriculum, on adapting the curriculum to the needs and abilities of different students (inclusive education), student-centered teaching approaches, intercultural competence and on formative assessment; (iii) improving teaching conditions within Teachers Houses; (iv) revising and updating Grade 8 and Baccalaureate exam banks of items, and providing training and improvement of existing information and technologies platform; (v) development and implementation of a Grade 10 learning assessment, to be administered at the end of the compulsory education cycle; (vi) development of digital teaching and learning materials; (vii) development and implementation of campaigns to raise student and teacher awareness, which could be tailored for Roma students; and (viii) strengthening of MESR's capacity to use educational information to monitor upper secondary education and the transition of students into tertiary education.

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. It finances three grant schemes – one non-competitive and two competitive – for public universities that serve these at-risk students. In addition to the grants, this component finances technical assistance for evaluation of proposals and grants implementation monitoring. Approximately 85 percent of Romanian public faculties would benefit from this component.

Non-competitive grants aim at encouraging eligible public faculties to implement remedial programs, tutoring, counseling, guidance and support services, coaching services, workshops in specific areas, and awareness raising campaigns targeted to at-risk student to achieve the specific Project Development Objectives. The implementation period of these grants would be for 3 years.

Competitive grants aim at supporting tertiary-level campus-based summer courses (*summer bridge programs*) for public high school at-risk students to be offered on campus. The summer bridge courses would be offered during summer breaks and last between two to three-weeks. These courses would provide students an early and low-consequence university experience ("university knowledge"), developing familiarity of the context and initiating early skills development relevant to success in tertiary education. Faculties could present more than one summer bridge proposal.

Learning centers, also funded under the competitive grant scheme, aim at increasing the academic and social support mechanisms available to at-risk students. Each learning center would be designed based on the main factors contributing to student under-achievement and dropout from the earliest years of university, including under-preparation in upper secondary education, underdeveloped study skills, limited exposure to new academic subjects, and lack of familiarity with pedagogical norms (class size, duration, homework levels, and the like) at the university level. These centers would be fully-realized learning spaces, for directed support and self-learning, with furniture (including desks, tables for collaborative work, chairs and bookshelves) and technical equipment, such as computers, interactive white boards, and teaching/learning software (e.g. for language instruction, mathematics, writing, and other core skills, as well as for remedial support and assessment). The learning centers would require full-time administrative staff, paid or volunteer tutors and support staff, and would benefit from the contributions of professors or experts who would be compensated for supplementary work through the Project.

Public faculties would have autonomy to choose eligible activities, including but not limited to remedial programs, tutoring, counseling, guidance and support services, coaching services, workshops in specific areas, and awareness raising campaigns. Accordingly, eligible categories of expenditures could include: consulting services, non-consulting services, and incremental operating costs (including the management of the grant, excluding utilities, not to exceed 10 percent of the amount of the grant).

This component will also finance all the technical assistance required for establishing a quality assurance mechanism for the Higher Education Grant Scheme along all the steps in the cycle, including: (i) evaluation of grant proposals; and (ii) monitoring of fiduciary and other pedagogical aspects during the implementation of the approved grants.

A series of guidelines for the University Grant Scheme will be provided as instruments to facilitate the application and implementation of pedagogical activities, as:

- a) Guidelines on the design of summer bridge programs;
- b) Guidelines on personal development and coaching,
- c) Guidelines on socio-emotional skills.

The guidelines on personal development and coaching and on socio-emotional skills, to be prepared with the assistance of the consultant to be hired based on this TORs, are to be used within both the High Schools Grant Scheme, under Sub-component 1.1, and the non-competitive Universities Grant Scheme, under Component 2. Thus, the above mentioned guidelines have to address the needs of both target groups - high school students and first year university students as well as to ensure coherence and consistency over the two levels of education.

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 MNESR's UMEFP. This component also finances the carrying out of: (i) surveys concerning high school students

attending bridge programs; (ii) an impact evaluation of the high school grants program to assess improvements in student outcomes and school management processes; (iii) a revision of the existing student loan scheme developed for tertiary education students; (iv) an analysis of existing demand-side programs addressing the needs of disadvantaged upper secondary students that are currently under implementation; and (v) other M&E studies, as needed.

2. Objective

The objective of this assignment is to lead the work on the development of the guidelines for personal development and coaching and the guidelines on socio-emotional skills under the ROSE Project.

3. Scope of Services

To achieve the objective of this assignment, the Consultant is expected to undertake the following activities:

- *Learning tasks:*
 - Review the ROSE Project documents including the Project Appraisal Document, Loan Agreement No 8481-RO and Project Operations Manual;
 - Review the *High School Grants Manual*;
 - Review the *Universities Grants Manual*.
- *Meet the core ROSE Project Management Unit*, especially the Project Director, the Technical Coordinator, the Upper Secondary Specialist, the Senior Grant Officer and the Grant Expert in order to prepare, develop and coordinate all the activities required to fulfil the tasks envisaged.
- *Coordinate the preparation of an outline of the Guidelines on Personal Development and Coaching and the Guidelines on Socio-Emotional Skills.*

The guidelines have to support high schools directors and school counselors, as well as teachers in high schools and universities to design and implement activities in these specific areas, and should be individualized for students from the IX - X, XI – XII grades, respectively students in the first year of university studies.

Each guideline should be structured in two main parts:

- Fundamentals and the main theoretical principles in the field of *Personal Development and Coaching*, and *Socio-Emotional Skills*.
- Specific examples of learning/ practical and support activities.

The Guidelines should incorporate specific suggestions for the development, implementation and evaluation of learning/ practical activities that contribute to the personal development of students and the development of their socio-emotional skills. The scientific approach used in developing the guidelines should be based on a cognitive – behavioral paradigm, from this perspective human experience being viewed as a product of four interacting elements – physiology, cognition, behavior and emotion. The accent will be on the relation between

cognition and emotion, respectively behavior. Examples, good practices and suggested practical activities will be proposed for the grants' beneficiaries to implement at the high-school and university levels.

The Guidelines for personal development and coaching will be focused on the main issues related to *coaching and personal development*: core concepts, theoretical models, strategies and practices in personal coaching. The content will be structured at least on three dimensions: (i) theoretical framework and best practices in coaching and psycho-educational coaching; (ii) strategies and practices to promote personal development and growth at the classroom, school, and community levels; (iii) integrating coaching strategies in school practices for all students. The guidelines will include information regarding general themes, such as: definitions of coaching and personal development instruments, coaching and wellbeing, the structure of a coaching activity, principles in coaching and personal development interventions, and the impact of coaching and personal development on young people's lives. Moreover, specific themes related to coaching and personal development in education will be approached, strategies for adapting specific themes of coaching for different people or communities (e.g. Roma communities, rural communities), strategies of self-directed learning as well as different counseling approaches for supporting students specific needs, goals and personal development. In order to promote coaching and personal development as a specific domain, meant to help young people to achieve their full potential and overcome difficult or stressful situations, the Guidelines will include practical examples of coaching and personal activities/ coaching sessions, administrative and organizational solutions.

The Guidelines on socio-emotional skills will be focused on the main issues related to *socio-emotional skills* development activities: core concepts, evidenced-based practices for high-schools, strategies and good practices for socio-emotional skills programs implementation. The content will be structured following several key dimensions: (i) theoretical framework and best practices in social-emotional skills programs; (ii) legislation and policies to promote social and emotional skills activities at different levels (classroom, school, community); (iii) integrating socio-emotional skills in school practices, classroom activities in order to help and facilitate students development and academic achievement; (iv) the importance of social-emotional competences as life skills. The guidelines will include information regarding general and specific themes, such as: definitions for social and emotional (SE) skills; the relation between SE abilities and academic performance, wellbeing, life satisfaction; the principles and structure of school-based SE skills programs/ activities; examples of evidenced-based programs for SE skills development in high-school students and first-year college students; specific topics related to social-emotional development -like (but not limited to) communication abilities, solving-problems strategies, emotional regulation, self-awareness, civic engagement and responsibility. All of them will help teachers and school counselors to promote learning, inclusion of children with special learning needs or from disadvantage/ discriminated communities, equity and acceptance of all students.

In order to promote social and emotional abilities of students, as an instrument for preventing school drop-out and improvement of academic performance, the Guidelines will include practical examples of socio-emotional skills development activities, recommendations and solutions for implementation.

The outline will be presented in a draft version to the Project Director, who will review these guidelines with the core team mentioned above. All comments provided to the Consultant should be incorporated in the final version of this document. If the Project director requires it, the consultant should participate in meetings with the consultants selected to elaborate the other Guidelines, in order to make sure that there is consistency and no overlapping.

- *Coordinate the other 4 consultants (hired under separate TORs) to prepare the two guidelines mentioned above. The consultant to be hired based on this ToRs will work closely with these other 4 specialists, ensure the coherence and consistency of the guidelines to be prepared, and provide quality assurance of the final products.*
- *Coordinate and contribute to the preparation of the first draft version of the above-mentioned Guidelines. All comments provided to the Consultant should be incorporated in the final version of the above-mentioned Guidelines.*
- *Coordinate and contribute to the preparation of the final versions of the Guidelines on Personal Development and Coaching and the Guidelines on Socio-Emotional Skills Development.*
- *Communicate proactively and regularly with UMEFP staff.*

4. Deliverables

As a result of the services described above, the Consultant shall deliver the following products:

Deliverable	Due Date (in weeks following contract signing)
<i>Outline of the Guidelines on Personal Development and Coaching</i>	3 weeks
<i>Outline of the Guidelines on Socio-Emotional Skills Development</i>	6 weeks
<i>Draft version of the Guidelines on Personal Development and Coaching</i>	16 weeks
<i>Draft version of the Guidelines on Socio-Emotional Skills Development</i>	20 weeks
<i>Final version of the Guidelines on Personal Development and Coaching</i>	26 weeks
<i>Final version of the Guidelines on Socio-Emotional Skills Development</i>	32 weeks

All deliverables will be elaborated in Romanian. Translation in English will be subject to a separate contract to be established by the UMEFP.

5. Qualification

The minimum competencies required from the Consultant are the following:

- Advanced graduate degree (PHD/master degree/other postgraduate studies) in educational sciences or psychology;
- At least 10 years professional experience in educational psychology / pedagogy / education;

- iii. Experience in elaboration of reference books, textbooks, support materials, guidelines and instruments in the fields of social-emotional skills development, personal development and coaching and /or in similar fields;
- iv. Experience in coordination of teams within educational activities or for elaborating books, papers, guidelines;
- v. Experience in elaboration / evaluation of training programs for teachers;
- vi. At least 7 years of professional experience related to preparation and/or implementation of education development projects (experience in implementing World Bank financed project is an advantage);
- vii. Extensive knowledge of Romanian education system and national policies;
- viii. Ability to deliver under tight deadlines and produce high quality outputs;
- ix. Demonstrate strong interpersonal skills and good written and oral communication skills in Romanian.
- x. Participation with papers/communications/posters at prestigious national, international conferences, in the field of social-emotional skills development and personal development and coaching and /or in similar fields, is considered to be an advantage;
- xi. Membership in professional associations in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage.

6. Other Relevant Terms

Period of the Assignment. The assignment is planned for 120 days, between November 2016 and May 2017, with the possibility to be extended, if needed, based on positive assessment of the performance of the Consultant.

Location of Assignment. The Consultant will be located in his/her office. He/ She will also participate in regular meetings with the UMEFP staff, at the UMEFP office.

Reporting. The Consultant should report to the 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 MNESR in the course of the proposed assignment shall be confidential and become and remain the absolute property of the MNESR. 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 MNESR.

Romania
Ministry of National Education and Scientific Research
Romania Secondary Education Project (ROSE)
Loan Agreement N° 8481-RO

Terms of Reference for Expert 1 for the Development of
Guidelines on Socio-Emotional Skills and
Guidelines on Personal Development and Coaching

1. 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 will be implemented by the Ministry of National Education and Scientific Research of Romania (MNESR) until November 2022, through the Unit for the Management of Externally Financed Projects (UMEFP). The ROSE Project Development Objectives (PDO) are to improve the transition from upper secondary into 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.

Sub-component 1.1 – School-based Interventions. This sub-component supports the transition of students from upper secondary into tertiary education using a decentralized approach based on non-competitive grants to low-performing public high schools.

The criteria for selection of eligible high schools combine the following rates: Baccalaureate passing rate and upper secondary graduation rate. Grants will be awarded to public high schools for a 4-year period to allow sufficient time for implementing activities aimed at supporting students from Grade 9 through Grade 12. At the end of the Project, it is estimated that approximately 80 percent of Romanian public high schools (1,154) would benefit from this sub-component.

High school grants are intended to support activities that reduce high school dropout rates, increase graduation rates, and improve performance on the Baccalaureate. Eligible activities will include the following:

- Academic and support interventions (e.g. remedial classes, tutoring, counseling, coaching, mediation with Roma communities etc.) – at least 50% of the grant amount;
- Extracurricular interventions (e.g. outreach programs, documentary trips/visits, internships, competitions, school networking, etc.) – up to 30% of the grant amount;
- Minor civil works for renovation of internal spaces/rooms (e.g. laboratories) – up to 20% of the grant amount.

Up to 10 percent of each grant can also be used to cover grant management and incremental operating costs associated with grant management tasks, including salaries of grant implementation team members.

The high school grant scheme is due to start in the 4th quarter of 2016 and will be phased in *three batches* so as to allow for the MNESR to build in an effective learning curve and have sufficient time to make adjustments to the grants scheme, if required. Accordingly, during 2016, the first batch of approximately 25 percent of the eligible high schools (around 300) will be provided with a grant, with the second batch of 770 eligible high schools participating in this scheme as of 2017, and the third batch of 100 high schools as of 2018. Each batch of approved proposals will be implemented over a period of 4 years (2016-2020 for the first batch, 2017-2021 for the second batch and 2018-2022 for the third batch). This sub-component will also finance all the technical assistance required for establishing a quality assurance mechanism for the High School Grants Scheme along all the steps in the cycle, including: (i) preparation of guidelines; (ii) facilitation for the preparation of high school proposals; (iii) evaluation of grant proposals; (iv) mentorship for remedial pedagogical-related activities; and (v) monitoring of fiduciary and other pedagogical aspects during the implementation of the approved grants.

The applicant high schools will be assisted in preparing the grant proposals by a team of *facilitators*, who will operate locally, at the county level, each of them being in charge with providing assistance to about 20 eligible high schools. The facilitators will also evaluate the applications for grants, each of them evaluating the proposals submitted by other high schools, from different school inspectorate(s) then the schools facilitated by them.

Once the grant agreements with the high schools are signed, a team of *monitors* will provide on-site monitoring of the grants under implementation, to ensure that all activities are being implemented according to the approved proposal, that the reporting is carried out accordingly, that the social participation and citizen engagements, as associated to the implementation of the grant, are being carried out.

In-depth technical assistance and mentorship for the activities under grants will also be provided through *mentors*, in matters concerning the design and implementation of all pedagogical-related interventions addressing the issues for which the grant was requested.

A series of guidelines for the High School Grant Scheme will be provided as instruments to facilitate the application and implementation of pedagogical activities, as:

- a) Guidelines on personal development and coaching;
- b) Guidelines on remedial activities and tutoring;
- c) Guidelines on counseling and professional guidance;

- d) Guidelines on socio-emotional skills,
- e) Guidelines on inclusive education.

Both the High School Grant Manual and the guidelines related to the eligible pedagogical activities will be developed to be used by the UMEFP, the applicant high school team, the technical assistance as mentioned above (facilitators, monitors and mentors) and other relevant stakeholders.

Sub-component 1.2 – Systemic Interventions. This sub-component finances: (i) revision of the upper secondary education curriculum, with specific consideration for the needs of disadvantaged students including Roma; (ii) training of teachers and public school directors on implementing the revised curriculum, on adapting the curriculum to the needs and abilities of different students (inclusive education), student-centered teaching approaches, intercultural competence and on formative assessment; (iii) improving teaching conditions within Teachers Houses; (iv) revising and updating Grade 8 and Baccalaureate exam banks of items, and providing training and improvement of existing information and technologies platform; (v) development and implementation of a Grade 10 learning assessment, to be administered at the end of the compulsory education cycle; (vi) development of digital teaching and learning materials; (vii) development and implementation of campaigns to raise student and teacher awareness, which could be tailored for Roma students; and (viii) strengthening of MESR's capacity to use educational information to monitor upper secondary education and the transition of students into tertiary education.

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. It finances three grant schemes – one non-competitive and two competitive – for public universities that serve these at-risk students. In addition to the grants, this component finances technical assistance for evaluation of proposals and grants implementation monitoring. Approximately 85 percent of Romanian public faculties would benefit from this component.

Non-competitive grants aim at encouraging eligible public faculties to implement remedial programs, tutoring, counseling, guidance and support services, coaching services, workshops in specific areas, and awareness raising campaigns targeted to at-risk student to achieve the specific Project Development Objectives. The implementation period of these grants would be for 3 years.

Competitive grants aim at supporting tertiary-level campus-based summer courses (*summer bridge programs*) for public high school at-risk students to be offered on campus. The summer bridge courses would be offered during summer breaks and last between two to three-weeks. These courses would provide students an early and low-consequence university experience (“university knowledge”), developing familiarity of the context and initiating early skills development relevant to success in tertiary education. Faculties could present more than one summer bridge proposal.

Learning centers, also funded under the competitive grant scheme, aim at increasing the academic and social support mechanisms available to at-risk students. Each learning center would be designed based on the main factors contributing to student under-achievement and dropout from the earliest years of university, including under-preparation in upper secondary education, underdeveloped study skills, limited exposure to new academic subjects, and lack of familiarity with pedagogical norms (class size, duration, homework levels, and the like) at the university level. These centers would be fully-realized learning spaces, for directed support and self-learning, with furniture (including desks, tables for collaborative work, chairs and bookshelves) and technical equipment, such as computers, interactive white boards, and teaching/learning software (e.g. for language instruction, mathematics, writing, and other core skills, as well as for remedial support and assessment). The learning centers would require full-time administrative staff, paid or volunteer tutors and support staff, and would benefit from the contributions of professors or experts who would be compensated for supplementary work through the Project.

Public faculties would have autonomy to choose eligible activities, including but not limited to remedial programs, tutoring, counseling, guidance and support services, coaching services, workshops in specific areas, and awareness raising campaigns. Accordingly, eligible categories of expenditures could include: consulting services, non-consulting services, and incremental operating costs (including the management of the grant, excluding utilities, not to exceed 10 percent of the amount of the grant).

This component will also finance all the technical assistance required for establishing a quality assurance mechanism for the Higher Education Grant Scheme along all the steps in the cycle, including: (i) evaluation of grant proposals; and (ii) monitoring of fiduciary and other pedagogical aspects during the implementation of the approved grants.

A series of guidelines for the University Grant Scheme will be provided as instruments to facilitate the application and implementation of pedagogical activities, as:

- a) Guidelines on the design of summer bridge programs;
- b) Guidelines on personal development and coaching,
- c) Guidelines on socio-emotional skills.

The guidelines on personal development and coaching and on socio-emotional skills, to be prepared with the assistance of the consultant to be hired based on this TORs, are to be used within both the High Schools Grant Scheme, under Sub-component 1.1, and the non-competitive Universities Grant Scheme, under Component 2. Thus, the above mentioned guidelines have to address the needs of both target groups - high school students and first year university students, as well as to ensure coherence and consistency over the two levels of education.

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 MNESR's UMEFP. This component also finances the carrying out of: (i) surveys concerning high school students

attending bridge programs; (ii) an impact evaluation of the high school grants program to assess improvements in student outcomes and school management processes; (iii) a revision of the existing student loan scheme developed for tertiary education students; (iv) an analysis of existing demand-side programs addressing the needs of disadvantaged upper secondary students that are currently under implementation; and (v) other M&E studies, as needed.

2. Objective

The objective of this assignment is to contribute to the development of the guidelines for personal development and coaching and the guidelines on socio-emotional skills under the ROSE Project.

The consultant selected under this assignment will contribute mainly to the *Guidelines on Personal Development and Coaching*, with a focus on high school students.

3. Scope of Services

To achieve the objective of this assignment, the Consultant is expected to undertake the following activities:

- *Learning tasks:*
 - Review the ROSE Project documents including the Project Appraisal Document, Loan Agreement No 8481-RO and Project Operations Manual;
 - Review the *High School Grants Manual*;
 - Review the *Universities Grants Manual*.
- *Meet the core ROSE Project Management Unit*, especially the Project Director, the Technical Coordinator, the Upper Secondary Specialist, the Senior Grant Officer and the Grant Expert in order to prepare, develop and coordinate all the activities required to fulfil the tasks envisaged.
- Work closely with the other 4 consultants hired under separate assignments for the development of the *Guidelines on Personal Development and Coaching* and the *Guidelines on Socio-Emotional Skills*, especially with the coordinator, to ensure a coherent and consistent work.
- *Contribute to the preparation of an outline of the Guidelines on Personal Development and Coaching, and the Guidelines on Socio-Emotional Skills Development*, and submit his/her work to the coordinator.

The guidelines have to support high schools directors and school counselors, as well as teachers in high schools and universities to design and implement activities in these specific areas, and should be individualized for students from the IX - X, XI – XII grades, respectively students in the first year of university studies.

Each guideline should be structured in two main parts:

- Fundamentals and the main theoretical principles in the field of *Personal Development and Coaching*, and *Socio-Emotional Skills*.
- Specific examples of learning/ practical and support activities.

The Guidelines should incorporate specific suggestions for the development, implementation and evaluation of learning/ practical activities that contribute to the personal development of students and the development of their socio-emotional skills. The scientific approach used in developing the guidelines should be based on a cognitive – behavioral paradigm, from this perspective human experience being viewed as a product of four interacting elements – physiology, cognition, behavior and emotion. The accent will be on the relation between cognition and emotion, respectively behavior. Examples, good practices and suggested practical activities will be proposed for the grants' beneficiaries to implement at the high-school and university levels.

The Guidelines for personal development and coaching will be focused on the main issues related to *coaching and personal development*: core concepts, theoretical models, strategies and practices in personal coaching. The content will be structured at least on three dimensions: (i) theoretical framework and best practices in coaching and psycho-educational coaching; (ii) strategies and practices to promote personal development and growth at the classroom, school, and community levels; (iii) integrating coaching strategies in school practices for all students. The guidelines will include information regarding general themes, such as: definitions of coaching and personal development instruments, coaching and wellbeing, the structure of a coaching activity, principles in coaching and personal development interventions, and the impact of coaching and personal development on young people's lives. Moreover, specific themes related to coaching and personal development in education will be approached, strategies for adapting specific themes of coaching for different people or communities (e.g. Roma communities, rural communities), strategies of self-directed learning as well as different counseling approaches for supporting students specific needs, goals and personal development. In order to promote coaching and personal development as a specific domain, meant to help young people to achieve their full potential and overcome difficult or stressful situations, the Guidelines will include practical examples of coaching and personal activities/ coaching sessions, administrative and organizational solutions.

The Guidelines on socio-emotional skills will be focused on the main issues related to *socio-emotional skills* development activities: core concepts, evidenced-based practices for high-schools, strategies and good practices for socio-emotional skills programs implementation. The content will be structured following several key dimensions: (i) theoretical framework and best practices in social-emotional skills programs; (ii) legislation and policies to promote social and emotional skills activities at different levels (classroom, school, community); (iii) integrating socio-emotional skills in school practices, classroom activities in order to help and facilitate students development and academic achievement; (iv) the importance of social-emotional competences as life skills. The guidelines will include information regarding general and specific themes, such as: definitions for social and emotional (SE) skills; the relation between SE abilities and academic performance, wellbeing, life satisfaction; the principles and structure of school-based SE skills programs/ activities; examples of evidenced-based programs for SE skills development in high-school students and first-year college students; specific topics related to social-emotional development - like (but not limited to) communication abilities, solving-problems strategies, emotional regulation, self-awareness, civic engagement and responsibility. All of them will help teachers and school counselors to promote learning, inclusion of children with special learning needs or from disadvantage/ discriminated communities, equity and acceptance of all students.

In order to promote social and emotional abilities of students, as an instrument for preventing school drop-out and improvement of academic performance, the Guidelines will include

practical examples of socio-emotional skills development activities, recommendations and solutions for implementation.

The outline will be presented in a draft version to the Project Director, who will review these guidelines with the core team mentioned above. All comments provided to the Consultant should be incorporated in the final version of this document. If the Project director requires it, the consultant should participate in meetings with the consultants selected to elaborate the other Guidelines, in order to make sure that there is consistency and no overlapping.

- *Prepare inputs for the first draft version of the above-mentioned Guidelines.* The consultant selected under this assignment will contribute to the development of the Fundamentals and the main theoretical principles in the field of *Personal Development and Coaching*, and give specific examples of learning/ practical and support activities for high school students. The consultant will also provide inputs to the Guidelines on socio – emotional skills. The contributions should be submitted to the coordinator of the team of consultant for the development of the *Guidelines on Personal Development and Coaching* and the *Guidelines on Socio-Emotional Skills Development*. All comments provided to the Consultant should be incorporated in the final version of the above-mentioned Guidelines.
- *Prepare inputs for the final versions of the Guidelines on Personal Development and Coaching and the Guidelines on Socio-Emotional Skills Development.*
- *Communicate proactively and regularly with UMEFP staff.*

4. Deliverables

As a result of the services described above, the Consultant shall deliver the following products:

Deliverable	Due Date (in weeks following contract signing)
Inputs for the outline of the <i>Guidelines on Personal Development and Coaching</i>	2 weeks
Inputs for the outline of the <i>Guidelines on Socio-Emotional Skills Development</i>	5 weeks
Inputs for the draft version of the <i>Guidelines on Personal Development and Coaching</i>	15 weeks
Inputs for the draft version of the <i>Guidelines on Socio-Emotional Skills Development</i>	19 weeks
Inputs for the final version of the <i>Guidelines on Personal Development and Coaching</i>	24 weeks
Inputs for the final version of the <i>Guidelines on Socio-Emotional Skills Development</i>	30 weeks

All deliverables will be elaborated in Romanian. Translation in English will be subject to a separate contract to be established by the UMEFP.

5. Qualification

The minimum competencies required from the Consultant are the following:

- i. Advanced graduate degree (PHD/master degree/other postgraduate studies) in educational sciences or psychology;
- ii. At least 3 years professional experience in educational psychology / pedagogy / education;
- iii. Experience in elaboration of reference books, textbooks, support materials, guidelines and instruments in the fields of social-emotional skills development, personal development and coaching and /or in similar fields;
- iv. Experience in elaboration / evaluation of training programs for teachers;
- v. At least 3 years of professional experience related to preparation and/or implementation of education development projects (experience in implementing World Bank financed project is an advantage);
- vi. Extensive knowledge of Romanian education system and national policies;
- vii. Ability to deliver under tight deadlines and produce high quality outputs;
- viii. Demonstrate strong interpersonal skills and good written and oral communication skills in Romanian.
- ix. Participation with papers/communications/posters at prestigious national, international conferences, in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage;
- x. Membership in professional associations in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage.

6. Other Relevant Terms

Period of the Assignment. The assignment is planned for 90 days, between November 2016 and May 2017, with the possibility to be extended, if needed, based on positive assessment of the performance of the Consultant.

Location of Assignment. The Consultant will be located in his/her office. He/ She will also participate in regular meetings with the UMEFP staff, at the UMEFP office.

Reporting. The Consultant should report to the 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 MNESR in the course of the proposed assignment shall be confidential and become and remain the absolute property of the MNESR. 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 MNESR.

Romania
Ministry of National Education and Scientific Research
Romania Secondary Education Project (ROSE)
Loan Agreement N° 8481-RO

Terms of Reference for Expert 2 for the Development of
Guidelines on Socio-Emotional Skills and
Guidelines on Personal Development and Coaching

1. 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 will be implemented by the Ministry of National Education and Scientific Research of Romania (MNESR) until November 2022, through the Unit for the Management of Externally Financed Projects (UMEFP). The ROSE Project Development Objectives (PDO) are to improve the transition from upper secondary into 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.

Sub-component 1.1 – School-based Interventions. This sub-component supports the transition of students from upper secondary into tertiary education using a decentralized approach based on non-competitive grants to low-performing public high schools.

The criteria for selection of eligible high schools combine the following rates: Baccalaureate passing rate and upper secondary graduation rate. Grants will be awarded to public high schools for a 4-year period to allow sufficient time for implementing activities aimed at supporting students from Grade 9 through Grade 12. At the end of the Project, it is estimated that approximately 80 percent of Romanian public high schools (1,154) would benefit from this sub-component.

High school grants are intended to support activities that reduce high school dropout rates, increase graduation rates, and improve performance on the Baccalaureate. Eligible activities will include the following:

- Academic and support interventions (e.g. remedial classes, tutoring, counseling, coaching, mediation with Roma communities etc.) – at least 50% of the grant amount;
- Extracurricular interventions (e.g. outreach programs, documentary trips/visits, internships, competitions, school networking, etc.) – up to 30% of the grant amount;
- Minor civil works for renovation of internal spaces/rooms (e.g. laboratories) – up to 20% of the grant amount.

Up to 10 percent of each grant can also be used to cover grant management and incremental operating costs associated with grant management tasks, including salaries of grant implementation team members.

The high school grant scheme is due to start in the 4th quarter of 2016 and will be phased in *three batches* so as to allow for the MNESR to build in an effective learning curve and have sufficient time to make adjustments to the grants scheme, if required. Accordingly, during 2016, the first batch of approximately 25 percent of the eligible high schools (around 300) will be provided with a grant, with the second batch of 770 eligible high schools participating in this scheme as of 2017, and the third batch of 100 high schools as of 2018. Each batch of approved proposals will be implemented over a period of 4 years (2016-2020 for the first batch, 2017-2021 for the second batch and 2018-2022 for the third batch). This sub-component will also finance all the technical assistance required for establishing a quality assurance mechanism for the High School Grants Scheme along all the steps in the cycle, including: (i) preparation of guidelines; (ii) facilitation for the preparation of high school proposals; (iii) evaluation of grant proposals; (iv) mentorship for remedial pedagogical-related activities; and (v) monitoring of fiduciary and other pedagogical aspects during the implementation of the approved grants.

The applicant high schools will be assisted in preparing the grant proposals by a team of *facilitators*, who will operate locally, at the county level, each of them being in charge with providing assistance to about 20 eligible high schools. The facilitators will also evaluate the applications for grants, each of them evaluating the proposals submitted by other high schools, from different school inspectorate(s) then the schools facilitated by them.

Once the grant agreements with the high schools are signed, a team of *monitors* will provide on-site monitoring of the grants under implementation, to ensure that all activities are being implemented according to the approved proposal, that the reporting is carried out accordingly, that the social participation and citizen engagements, as associated to the implementation of the grant, are being carried out.

In-depth technical assistance and mentorship for the activities under grants will also be provided through *mentors*, in matters concerning the design and implementation of all pedagogical-related interventions addressing the issues for which the grant was requested.

A series of guidelines for the High School Grant Scheme will be provided as instruments to facilitate the application and implementation of pedagogical activities, as:

- a) Guidelines on personal development and coaching;
- b) Guidelines on remedial activities and tutoring;
- c) Guidelines on counseling and professional guidance;

- d) Guidelines on socio-emotional skills,
- e) Guidelines on inclusive education.

Both the High School Grant Manual and the guidelines related to the eligible pedagogical activities will be developed to be used by the UMEFP, the applicant high school team, the technical assistance as mentioned above (facilitators, monitors and mentors) and other relevant stakeholders.

Sub-component 1.2 – Systemic Interventions. This sub-component finances: (i) revision of the upper secondary education curriculum, with specific consideration for the needs of disadvantaged students including Roma; (ii) training of teachers and public school directors on implementing the revised curriculum, on adapting the curriculum to the needs and abilities of different students (inclusive education), student-centered teaching approaches, intercultural competence and on formative assessment; (iii) improving teaching conditions within Teachers Houses; (iv) revising and updating Grade 8 and Baccalaureate exam banks of items, and providing training and improvement of existing information and technologies platform; (v) development and implementation of a Grade 10 learning assessment, to be administered at the end of the compulsory education cycle; (vi) development of digital teaching and learning materials; (vii) development and implementation of campaigns to raise student and teacher awareness, which could be tailored for Roma students; and (viii) strengthening of MESR's capacity to use educational information to monitor upper secondary education and the transition of students into tertiary education.

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. It finances three grant schemes – one non-competitive and two competitive – for public universities that serve these at-risk students. In addition to the grants, this component finances technical assistance for evaluation of proposals and grants implementation monitoring. Approximately 85 percent of Romanian public faculties would benefit from this component.

Non-competitive grants aim at encouraging eligible public faculties to implement remedial programs, tutoring, counseling, guidance and support services, coaching services, workshops in specific areas, and awareness raising campaigns targeted to at-risk student to achieve the specific Project Development Objectives. The implementation period of these grants would be for 3 years.

Competitive grants aim at supporting tertiary-level campus-based summer courses (*summer bridge programs*) for public high school at-risk students to be offered on campus. The summer bridge courses would be offered during summer breaks and last between two to three-weeks. These courses would provide students an early and low-consequence university experience ("university knowledge"), developing familiarity of the context and initiating early skills development relevant to success in tertiary education. Faculties could present more than one summer bridge proposal.

Learning centers, also funded under the competitive grant scheme, aim at increasing the academic and social support mechanisms available to at-risk students. Each learning center would be designed based on the main factors contributing to student under-achievement and dropout from the earliest years of university, including under-preparation in upper secondary education, underdeveloped study skills, limited exposure to new academic subjects, and lack of familiarity with pedagogical norms (class size, duration, homework levels, and the like) at the university level. These centers would be fully-realized learning spaces, for directed support and self-learning, with furniture (including desks, tables for collaborative work, chairs and bookshelves) and technical equipment, such as computers, interactive white boards, and teaching/learning software (e.g. for language instruction, mathematics, writing, and other core skills, as well as for remedial support and assessment). The learning centers would require full-time administrative staff, paid or volunteer tutors and support staff, and would benefit from the contributions of professors or experts who would be compensated for supplementary work through the Project.

Public faculties would have autonomy to choose eligible activities, including but not limited to remedial programs, tutoring, counseling, guidance and support services, coaching services, workshops in specific areas, and awareness raising campaigns. Accordingly, eligible categories of expenditures could include: consulting services, non-consulting services, and incremental operating costs (including the management of the grant, excluding utilities, not to exceed 10 percent of the amount of the grant).

This component will also finance all the technical assistance required for establishing a quality assurance mechanism for the Higher Education Grant Scheme along all the steps in the cycle, including: (i) evaluation of grant proposals; and (ii) monitoring of fiduciary and other pedagogical aspects during the implementation of the approved grants.

A series of guidelines for the University Grant Scheme will be provided as instruments to facilitate the application and implementation of pedagogical activities, as:

- a) Guidelines on the design of summer bridge programs;
- b) Guidelines on personal development and coaching,
- c) Guidelines on socio-emotional skills.

The guidelines on personal development and coaching and on socio-emotional skills, to be prepared with the assistance of the consultant to be hired based on this TORs, are to be used within both the High Schools Grant Scheme, under Sub-component 1.1, and the non-competitive Universities Grant Scheme, under Component 2. Thus, the above mentioned guidelines have to address the needs of both target groups - high school students and first year university students as well as to ensure coherence and consistency over the two levels of education.

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 MNESR's UMEFP. This component also finances the carrying out of: (i) surveys concerning high school students

attending bridge programs; (ii) an impact evaluation of the high school grants program to assess improvements in student outcomes and school management processes; (iii) a revision of the existing student loan scheme developed for tertiary education students; (iv) an analysis of existing demand-side programs addressing the needs of disadvantaged upper secondary students that are currently under implementation; and (v) other M&E studies, as needed.

2. Objective

The objective of this assignment is to contribute to the development of the guidelines for personal development and coaching and the guidelines on socio-emotional skills under the ROSE Project.

The consultant selected under this assignment will contribute mainly to the *Guidelines on Personal Development and Coaching*, with a focus on university students from the first year of studies.

3. Scope of Services

To achieve the objective of this assignment, the Consultant is expected to undertake the following activities:

- *Learning tasks:*
 - Review the ROSE Project documents including the Project Appraisal Document, Loan Agreement No 8481-RO and Project Operations Manual;
 - Review the *High School Grants Manual*;
 - Review the *Universities Grants Manual*.
- *Meet the core ROSE Project Management Unit*, especially the Project Director, the Technical Coordinator, the Upper Secondary Specialist, the Senior Grant Officer and the Grant Expert in order to prepare, develop and coordinate all the activities required to fulfil the tasks envisaged.
- Work closely with the other 4 consultants hired under separate assignments for the development of the *Guidelines on Personal Development and Coaching and the Guidelines on Socio-Emotional Skills*, especially with the coordinator, to ensure a coherent and consistent work.
- *Contribute to the preparation of an outline of the Guidelines on Personal Development and Coaching, and the Guidelines on Socio-Emotional Skills Development*, and submit his/her work to the coordinator.

The guidelines have to support high schools directors and school counselors, as well as teachers in high schools and universities to design and implement activities in these specific areas, and should be individualized for students from the IX - X, XI – XII grades, respectively students in the first year of university studies.

Each guideline should be structured in two main parts:

- Fundamentals and the main theoretical principles in the field of *Personal Development and Coaching*, and *Socio-Emotional Skills*.

- Specific examples of learning/ practical and support activities.

The Guidelines should incorporate specific suggestions for the development, implementation and evaluation of learning/ practical activities that contribute to the personal development of students and the development of their socio-emotional skills. The scientific approach used in developing the guidelines should be based on a cognitive – behavioral paradigm, from this perspective human experience being viewed as a product of four interacting elements – physiology, cognition, behavior and emotion. The accent will be on the relation between cognition and emotion, respectively behavior. Examples, good practices and suggested practical activities will be proposed for the grants' beneficiaries to implement at the high-school and university levels.

The Guidelines for personal development and coaching will be focused on the main issues related to *coaching and personal development*: core concepts, theoretical models, strategies and practices in personal coaching. The content will be structured at least on three dimensions: (i) theoretical framework and best practices in coaching and psycho-educational coaching; (ii) strategies and practices to promote personal development and growth at the classroom, school, and community levels; (iii) integrating coaching strategies in school practices for all students. The guidelines will include information regarding general themes, such as: definitions of coaching and personal development instruments, coaching and wellbeing, the structure of a coaching activity, principles in coaching and personal development interventions, and the impact of coaching and personal development on young people's lives. Moreover, specific themes related to coaching and personal development in education will be approached, strategies for adapting specific themes of coaching for different people or communities (e.g. Roma communities, rural communities), strategies of self-directed learning as well as different counseling approaches for supporting students specific needs, goals and personal development. In order to promote coaching and personal development as a specific domain, meant to help young people to achieve their full potential and overcome difficult or stressful situations, the Guidelines will include practical examples of coaching and personal activities/ coaching sessions, administrative and organizational solutions.

The Guidelines on socio-emotional skills will be focused on the main issues related to *socio-emotional skills* development activities: core concepts, evidenced-based practices for high-schools, strategies and good practices for socio-emotional skills programs implementation. The content will be structured following several key dimensions: (i) theoretical framework and best practices in social-emotional skills programs; (ii) legislation and policies to promote social and emotional skills activities at different levels (classroom, school, community); (iii) integrating socio-emotional skills in school practices, classroom activities in order to help and facilitate students development and academic achievement; (iv) the importance of social-emotional competences as life skills. The guidelines will include information regarding general and specific themes, such as: definitions for social and emotional (SE) skills; the relation between SE abilities and academic performance, wellbeing, life satisfaction; the principles and structure of school-based SE skills programs/ activities; examples of evidenced-based programs for SE skills development in high-school students and first-year college students; specific topics related to social-emotional development - like (but not limited to) communication abilities, solving-problems strategies, emotional regulation, self-awareness, civic engagement and responsibility. All of them will help teachers and school counselors to promote learning, inclusion of children with special learning needs or from disadvantage/ discriminated communities, equity and acceptance of all students.

In order to promote social and emotional abilities of students, as an instrument for preventing school drop-out and improvement of academic performance, the Guidelines will include practical examples of socio-emotional skills development activities, recommendations and solutions for implementation.

The outline will be presented in a draft version to the Project Director, who will review these guidelines with the core team mentioned above. All comments provided to the Consultant should be incorporated in the final version of this document.

- *Prepare inputs for the first draft version of the above-mentioned Guidelines.* The consultant selected under this assignment will contribute to the development of the Fundamentals and the main theoretical principles in the field of *Personal Development and Coaching*, and give specific examples of learning/ practical and support activities for university students from the first year of studies. The consultant will also provide inputs to the *Guidelines on socio – emotional skills*. The contributions should be submitted to the coordinator of the team of consultant for the development of the *Guidelines on Personal Development and Coaching* and the *Guidelines on Socio-Emotional Skills Development*. All comments provided to the Consultant should be incorporated in the final version of the above-mentioned Guidelines.
- *Prepare inputs for the final versions of the Guidelines on Personal Development and Coaching and the Guidelines on Socio-Emotional Skills Development.*
- *Communicate proactively and regularly with UMEFP staff.*

4. Deliverables

As a result of the services described above, the Consultant shall deliver the following products:

Deliverable	Due Date (in weeks following contract signing)
Inputs for the outline of the <i>Guidelines on Personal Development and Coaching</i>	2 weeks
Inputs for the outline of the <i>Guidelines on Socio-Emotional Skills Development</i>	5 weeks
Inputs for the draft version of the <i>Guidelines on Personal Development and Coaching</i>	15 weeks
Inputs for the draft version of the <i>Guidelines on Socio-Emotional Skills Development</i>	19 weeks
Inputs for the final version of the <i>Guidelines on Personal Development and Coaching</i>	24 weeks
Inputs for the final version of the <i>Guidelines on Socio-Emotional Skills Development</i>	30 weeks

All deliverables will be elaborated in Romanian. Translation in English will be subject to a separate contract to be established by the UMEFP.

5. Qualification

The minimum competencies required from the Consultant are the following:

- Advanced graduate degree (PHD/master degree/other postgraduate studies) in educational sciences or psychology;

- ii. At least 3 years professional experience in educational psychology / pedagogy / education;
- iii. Experience in elaboration of reference books, textbooks, support materials, guidelines and instruments in the fields of social-emotional skills development, personal development and coaching and /or in similar fields;
- iv. Experience in elaboration / evaluation of training programs for teachers;
- v. At least 3 years of professional experience related to preparation and/or implementation of education development projects (experience in implementing World Bank financed project is an advantage);
- vi. Extensive knowledge of Romanian education system and national policies;
- vii. Ability to deliver under tight deadlines and produce high quality outputs;
- viii. Demonstrate strong interpersonal skills and good written and oral communication skills in Romanian.
- ix. Participation with papers/communications/posters at prestigious national, international conferences, in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage;
- x. Membership in professional associations in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage.

6. Other Relevant Terms

Period of the Assignment. The assignment is planned for 90 days, between November 2016 and May 2017, with the possibility to be extended, if needed, based on positive assessment of the performance of the Consultant.

Location of Assignment. The Consultant will be located in his/her office. He/ She will also participate in regular meetings with the UMEFP staff, at the UMEFP office.

Reporting. The Consultant should report to the 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 MNESR in the course of the proposed assignment shall be confidential and become and remain the absolute property of the MNESR. 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 MNESR.

Romania
Ministry of National Education and Scientific Research
Romania Secondary Education Project (ROSE)
Loan Agreement N° 8481-RO

Terms of Reference for Expert 3 for the Development of
Guidelines on Socio-Emotional Skills and
Guidelines on Personal Development and Coaching

1. 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 will be implemented by the Ministry of National Education and Scientific Research of Romania (MNESR) until November 2022, through the Unit for the Management of Externally Financed Projects (UMEFP). The ROSE Project Development Objectives (PDO) are to improve the transition from upper secondary into 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.

Sub-component 1.1 – School-based Interventions. This sub-component supports the transition of students from upper secondary into tertiary education using a decentralized approach based on non-competitive grants to low-performing public high schools.

The criteria for selection of eligible high schools combine the following rates: Baccalaureate passing rate and upper secondary graduation rate. Grants will be awarded to public high schools for a 4-year period to allow sufficient time for implementing activities aimed at supporting students from Grade 9 through Grade 12. At the end of the Project, it is estimated that approximately 80 percent of Romanian public high schools (1,154) would benefit from this sub-component.

High school grants are intended to support activities that reduce high school dropout rates, increase graduation rates, and improve performance on the Baccalaureate. Eligible activities will include the following:

- Academic and support interventions (e.g. remedial classes, tutoring, counseling, coaching, mediation with Roma communities etc.) – at least 50% of the grant amount;
- Extracurricular interventions (e.g. outreach programs, documentary trips/visits, internships, competitions, school networking, etc.) – up to 30% of the grant amount;
- Minor civil works for renovation of internal spaces/rooms (e.g. laboratories) – up to 20% of the grant amount.

Up to 10 percent of each grant can also be used to cover grant management and incremental operating costs associated with grant management tasks, including salaries of grant implementation team members.

The high school grant scheme is due to start in the 4th quarter of 2016 and will be phased in *three batches* so as to allow for the MNESR to build in an effective learning curve and have sufficient time to make adjustments to the grants scheme, if required. Accordingly, during 2016, the first batch of approximately 25 percent of the eligible high schools (around 300) will be provided with a grant, with the second batch of 770 eligible high schools participating in this scheme as of 2017, and the third batch of 100 high schools as of 2018. Each batch of approved proposals will be implemented over a period of 4 years (2016-2020 for the first batch, 2017-2021 for the second batch and 2018-2022 for the third batch). This sub-component will also finance all the technical assistance required for establishing a quality assurance mechanism for the High School Grants Scheme along all the steps in the cycle, including: (i) preparation of guidelines; (ii) facilitation for the preparation of high school proposals; (iii) evaluation of grant proposals; (iv) mentorship for remedial pedagogical-related activities; and (v) monitoring of fiduciary and other pedagogical aspects during the implementation of the approved grants.

The applicant high schools will be assisted in preparing the grant proposals by a team of *facilitators*, who will operate locally, at the county level, each of them being in charge with providing assistance to about 20 eligible high schools. The facilitators will also evaluate the applications for grants, each of them evaluating the proposals submitted by other high schools, from different school inspectorate(s) than the schools facilitated by them.

Once the grant agreements with the high schools are signed, a team of *monitors* will provide on-site monitoring of the grants under implementation, to ensure that all activities are being implemented according to the approved proposal, that the reporting is carried out accordingly, that the social participation and citizen engagements, as associated to the implementation of the grant, are being carried out.

In-depth technical assistance and mentorship for the activities under grants will also be provided through *mentors*, in matters concerning the design and implementation of all pedagogical-related interventions addressing the issues for which the grant was requested.

A series of guidelines for the High School Grant Scheme will be provided as instruments to facilitate the application and implementation of pedagogical activities, as:

- a) Guidelines on personal development and coaching;
- b) Guidelines on remedial activities and tutoring;
- c) Guidelines on counseling and professional guidance;

- d) Guidelines on socio-emotional skills,
- e) Guidelines on inclusive education.

Both the High School Grant Manual and the guidelines related to the eligible pedagogical activities will be developed to be used by the UMEFP, the applicant high school team, the technical assistance as mentioned above (facilitators, monitors and mentors) and other relevant stakeholders.

Sub-component 1.2 – Systemic Interventions. This sub-component finances: (i) revision of the upper secondary education curriculum, with specific consideration for the needs of disadvantaged students including Roma; (ii) training of teachers and public school directors on implementing the revised curriculum, on adapting the curriculum to the needs and abilities of different students (inclusive education), student-centered teaching approaches, intercultural competence and on formative assessment; (iii) improving teaching conditions within Teachers Houses; (iv) revising and updating Grade 8 and Baccalaureate exam banks of items, and providing training and improvement of existing information and technologies platform; (v) development and implementation of a Grade 10 learning assessment, to be administered at the end of the compulsory education cycle; (vi) development of digital teaching and learning materials; (vii) development and implementation of campaigns to raise student and teacher awareness, which could be tailored for Roma students; and (viii) strengthening of MESR's capacity to use educational information to monitor upper secondary education and the transition of students into tertiary education.

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. It finances three grant schemes – one non-competitive and two competitive – for public universities that serve these at-risk students. In addition to the grants, this component finances technical assistance for evaluation of proposals and grants implementation monitoring. Approximately 85 percent of Romanian public faculties would benefit from this component.

Non-competitive grants aim at encouraging eligible public faculties to implement remedial programs, tutoring, counseling, guidance and support services, coaching services, workshops in specific areas, and awareness raising campaigns targeted to at-risk student to achieve the specific Project Development Objectives. The implementation period of these grants would be for 3 years.

Competitive grants aim at supporting tertiary-level campus-based summer courses (*summer bridge programs*) for public high school at-risk students to be offered on campus. The summer bridge courses would be offered during summer breaks and last between two to three-weeks. These courses would provide students an early and low-consequence university experience (“university knowledge”), developing familiarity of the context and initiating early skills development relevant to success in tertiary education. Faculties could present more than one summer bridge proposal.

Learning centers, also funded under the competitive grant scheme, aim at increasing the academic and social support mechanisms available to at-risk students. Each learning center would be designed based on the main factors contributing to student under-achievement and dropout from the earliest years of university, including under-preparation in upper secondary education, underdeveloped study skills, limited exposure to new academic subjects, and lack of familiarity with pedagogical norms (class size, duration, homework levels, and the like) at the university level. These centers would be fully-realized learning spaces, for directed support and self-learning, with furniture (including desks, tables for collaborative work, chairs and bookshelves) and technical equipment, such as computers, interactive white boards, and teaching/learning software (e.g. for language instruction, mathematics, writing, and other core skills, as well as for remedial support and assessment). The learning centers would require full-time administrative staff, paid or volunteer tutors and support staff, and would benefit from the contributions of professors or experts who would be compensated for supplementary work through the Project.

Public faculties would have autonomy to choose eligible activities, including but not limited to remedial programs, tutoring, counseling, guidance and support services, coaching services, workshops in specific areas, and awareness raising campaigns. Accordingly, eligible categories of expenditures could include: consulting services, non-consulting services, and incremental operating costs (including the management of the grant, excluding utilities, not to exceed 10 percent of the amount of the grant).

This component will also finance all the technical assistance required for establishing a quality assurance mechanism for the Higher Education Grant Scheme along all the steps in the cycle, including: (i) evaluation of grant proposals; and (ii) monitoring of fiduciary and other pedagogical aspects during the implementation of the approved grants.

A series of guidelines for the University Grant Scheme will be provided as instruments to facilitate the application and implementation of pedagogical activities, as:

- a) Guidelines on the design of summer bridge programs;
- b) Guidelines on personal development and coaching,
- c) Guidelines on socio-emotional skills.

The guidelines on personal development and coaching and on socio-emotional skills, to be prepared with the assistance of the consultant to be hired based on this TORs, are to be used within both the High Schools Grant Scheme, under Sub-component 1.1, and the non-competitive Universities Grant Scheme, under Component 2. Thus, the above mentioned guidelines have to address the needs of both target groups - high school students and first year university students as well as to ensure coherence and consistency over the two levels of education.

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 MNESR's UMEFP. This component also finances the carrying out of: (i) surveys concerning high school students

attending bridge programs; (ii) an impact evaluation of the high school grants program to assess improvements in student outcomes and school management processes; (iii) a revision of the existing student loan scheme developed for tertiary education students; (iv) an analysis of existing demand-side programs addressing the needs of disadvantaged upper secondary students that are currently under implementation; and (v) other M&E studies, as needed.

2. Objective

The objective of this assignment is to contribute to the development of the guidelines for personal development and coaching and the guidelines on socio-emotional skills under the ROSE Project.

The consultant selected under this assignment will contribute mainly to the *Guidelines on Socio-Emotional Skills*, with a focus on high school students.

3. Scope of Services

To achieve the objective of this assignment, the Consultant is expected to undertake the following activities:

- *Learning tasks:*
 - Review the ROSE Project documents including the Project Appraisal Document, Loan Agreement No 8481-RO and Project Operations Manual;
 - Review the *High School Grants Manual*;
 - Review the *Universities Grants Manual*.
- *Meet the core ROSE Project Management Unit*, especially the Project Director, the Technical Coordinator, the Upper Secondary Specialist, the Senior Grant Officer and the Grant Expert in order to prepare, develop and coordinate all the activities required to fulfil the tasks envisaged.
- Work closely with the other 4 consultants hired under separate assignments for the development of the *Guidelines on Personal Development and Coaching* and the *Guidelines on Socio-Emotional Skills*, especially with the coordinator, to ensure a coherent and consistent work.
- *Contribute to the preparation of an outline of the Guidelines on Personal Development and Coaching, and the Guidelines on Socio-Emotional Skills Development*, and submit his/her work to the coordinator.

The guidelines have to support high schools directors and school counselors, as well as teachers in high schools and universities to design and implement activities in these specific areas, and should be individualized for students from the IX - X, XI – XII grades, respectively students in the first year of university studies.

Each guideline should be structured in two main parts:

- Fundamentals and the main theoretical principles in the field of *Personal Development and Coaching*, and *Socio-Emotional Skills*.
- Specific examples of learning/ practical and support activities.

The Guidelines should incorporate specific suggestions for the development, implementation and evaluation of learning/ practical activities that contribute to the personal development of students and the development of their socio-emotional skills. The scientific approach used in developing the guidelines should be based on a cognitive – behavioral paradigm, from this perspective human experience being viewed as a product of four interacting elements – physiology, cognition, behavior and emotion. The accent will be on the relation between cognition and emotion, respectively behavior. Examples, good practices and suggested practical activities will be proposed for the grants' beneficiaries to implement at the high-school and university levels.

The Guidelines for personal development and coaching will be focused on the main issues related to *coaching and personal development*: core concepts, theoretical models, strategies and practices in personal coaching. The content will be structured at least on three dimensions: (i) theoretical framework and best practices in coaching and psycho-educational coaching; (ii) strategies and practices to promote personal development and growth at the classroom, school, and community levels; (iii) integrating coaching strategies in school practices for all students. The guidelines will include information regarding general themes, such as: definitions of coaching and personal development instruments, coaching and wellbeing, the structure of a coaching activity, principles in coaching and personal development interventions, the impact of coaching and personal development on young people's lives. Moreover, specific themes related to coaching and personal development in education will be approached, strategies for adapting specific themes of coaching for different people or communities (e.g. Roma communities, rural communities), strategies of self-directed learning as well as different counseling approaches for supporting students specific needs, goals and personal development

In order to promote coaching and personal development as a specific domain, meant to help young people to achieve their full potential and overcome difficult or stressful situations, the Guidelines will include practical examples of coaching and personal activities/ coaching sessions, administrative and organizational solutions.

The Guidelines on socio-emotional skills will be focused on the main issues related to *socio-emotional skills* development activities: core concepts, evidenced-based practices for high-schools, strategies and good practices for socio-emotional skills programs implementation. The content will be structured following several key dimensions: (i) theoretical framework and best practices in social-emotional skills programs; (ii) legislation and policies to promote social and emotional skills activities at different levels (classroom, school, community); (iii) integrating socio-emotional skills in school practices, classroom activities in order to help and facilitate students development and academic achievement; (iv) the importance of social-emotional competences as life skills. The guidelines will include information regarding general and specific themes, such as: definitions for social and emotional (SE) skills; the relation between SE abilities and academic performance, wellbeing, life satisfaction; the principles and structure of school-based SE skills programs/ activities; examples of evidenced-based programs for SE skills development in high-school students and first-year college students; specific topics related to social-emotional development - like (but not limited to) communication abilities, solving-problems strategies, emotional regulation, self-awareness, civic engagement and responsibility. All of them will help teachers and school counselors to promote learning, inclusion of children with special learning needs or from disadvantage/ discriminated communities, equity and acceptance of all students.

In order to promote social and emotional abilities of students, as an instrument for preventing school drop-out and improvement of academic performance, the Guidelines will include

practical examples of socio-emotional skills development activities, recommendations and solutions for implementation.

The outline will be presented in a draft version to the Project Director, who will review these guidelines with the core team mentioned above. All comments provided to the Consultant should be incorporated in the final version of this document. If the Project director requires it, the consultant should participate in meetings with the consultants selected to elaborate the other Guidelines, in order to make sure that there is consistency and no overlapping.

- *Prepare inputs for the first draft version of the above-mentioned Guidelines.* The consultant selected under this assignment will contribute to the development of the Fundamentals and the main theoretical principles in the field of *Socio-Emotional Skills Development*, and give specific examples of learning/ practical and support activities for high school students. The consultant will also provide inputs to the *Guidelines on Personal Development and Coaching*. The contributions should be submitted to the coordinator of the team of consultant for the development of the *Guidelines on Personal Development and Coaching* and the *Guidelines on Socio-Emotional Skills Development*. All comments provided to the Consultant should be incorporated in the final version of the above-mentioned Guidelines.
- *Prepare inputs for the final versions of the Guidelines on Personal Development and Coaching and the Guidelines on Socio-Emotional Skills Development.*
- *Communicate proactively and regularly with UMEFP staff.*

4. Deliverables

As a result of the services described above, the Consultant shall deliver the following products:

Deliverable	Due Date (in weeks following contract signing)
Inputs for the outline of the <i>Guidelines on Personal Development and Coaching</i>	2 weeks
Inputs for the outline of the <i>Guidelines on Socio-Emotional Skills Development</i>	5 weeks
Inputs for the draft version of the <i>Guidelines on Personal Development and Coaching</i>	15 weeks
Inputs for the draft version of the <i>Guidelines on Socio-Emotional Skills Development</i>	19 weeks
Inputs for the final version of the <i>Guidelines on Personal Development and Coaching</i>	24 weeks
Inputs for the final version of the <i>Guidelines on Socio-Emotional Skills Development</i>	30 weeks

All deliverables will be elaborated in Romanian. Translation in English will be subject to a separate contract to be established by the UMEFP.

5. Qualification

The minimum competencies required from the Consultant are the following:

- i. Advanced graduate degree (PHD/master degree/other postgraduate studies) in educational sciences or psychology;
- ii. At least 3 years professional experience in educational psychology / pedagogy / education;
- iii. Experience in elaboration of reference books, textbooks, support materials, guidelines and instruments in the fields of social-emotional skills development, personal development and coaching and /or in similar fields;
- iv. Experience in elaboration / evaluation of training programs for teachers;
- v. At least 3 years of professional experience related to preparation and/or implementation of education development projects (experience in implementing World Bank financed project is an advantage);
- vi. Extensive knowledge of Romanian education system and national policies;
- vii. Ability to deliver under tight deadlines and produce high quality outputs;
- viii. Demonstrate strong interpersonal skills and good written and oral communication skills in Romanian.
- ix. Participation with papers/communications/posters at prestigious national, international conferences, in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage;
- x. Membership in professional associations in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage.

6. Other Relevant Terms

Period of the Assignment. The assignment is planned for 90 days, between November 2016 and May 2017, with the possibility to be extended, if needed, based on positive assessment of the performance of the Consultant.

Location of Assignment. The Consultant will be located in his/her office. He/ She will also participate in regular meetings with the UMEFP staff, at the UMEFP office.

Reporting. The Consultant should report to the 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 MNESR in the course of the proposed assignment shall be confidential and become and remain the absolute property of the MNESR. 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 MNESR.

Romania
Ministry of National Education and Scientific Research
Romania Secondary Education Project (ROSE)
Loan Agreement N° 8481-RO

Terms of Reference for Expert 4 for the Development of
Guidelines on Socio-Emotional Skills and
Guidelines on Personal Development and Coaching

1. 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 will be implemented by the Ministry of National Education and Scientific Research of Romania (MNESR) until November 2022, through the Unit for the Management of Externally Financed Projects (UMEFP). The ROSE Project Development Objectives (PDO) are to improve the transition from upper secondary into 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.

Sub-component 1.1 – School-based Interventions. This sub-component supports the transition of students from upper secondary into tertiary education using a decentralized approach based on non-competitive grants to low-performing public high schools.

The criteria for selection of eligible high schools combine the following rates: Baccalaureate passing rate and upper secondary graduation rate. Grants will be awarded to public high schools for a 4-year period to allow sufficient time for implementing activities aimed at supporting students from Grade 9 through Grade 12. At the end of the Project, it is estimated that approximately 80 percent of Romanian public high schools (1,154) would benefit from this sub-component.

High school grants are intended to support activities that reduce high school dropout rates, increase graduation rates, and improve performance on the Baccalaureate. Eligible activities will include the following:

- Academic and support interventions (e.g. remedial classes, tutoring, counseling, coaching, mediation with Roma communities etc.) – at least 50% of the grant amount;
- Extracurricular interventions (e.g. outreach programs, documentary trips/visits, internships, competitions, school networking, etc.) – up to 30% of the grant amount;
- Minor civil works for renovation of internal spaces/rooms (e.g. laboratories) – up to 20% of the grant amount.

Up to 10 percent of each grant can also be used to cover grant management and incremental operating costs associated with grant management tasks, including salaries of grant implementation team members.

The high school grant scheme is due to start in the 4th quarter of 2016 and will be phased in *three batches* so as to allow for the MNESR to build in an effective learning curve and have sufficient time to make adjustments to the grants scheme, if required. Accordingly, during 2016, the first batch of approximately 25 percent of the eligible high schools (around 300) will be provided with a grant, with the second batch of 770 eligible high schools participating in this scheme as of 2017, and the third batch of 100 high schools as of 2018. Each batch of approved proposals will be implemented over a period of 4 years (2016-2020 for the first batch, 2017-2021 for the second batch and 2018-2022 for the third batch). This sub-component will also finance all the technical assistance required for establishing a quality assurance mechanism for the High School Grants Scheme along all the steps in the cycle, including: (i) preparation of guidelines; (ii) facilitation for the preparation of high school proposals; (iii) evaluation of grant proposals; (iv) mentorship for remedial pedagogical-related activities; and (v) monitoring of fiduciary and other pedagogical aspects during the implementation of the approved grants.

The applicant high schools will be assisted in preparing the grant proposals by a team of *facilitators*, who will operate locally, at the county level, each of them being in charge with providing assistance to about 20 eligible high schools. The facilitators will also evaluate the applications for grants, each of them evaluating the proposals submitted by other high schools, from different school inspectorate(s) than the schools facilitated by them.

Once the grant agreements with the high schools are signed, a team of *monitors* will provide on-site monitoring of the grants under implementation, to ensure that all activities are being implemented according to the approved proposal, that the reporting is carried out accordingly, that the social participation and citizen engagements, as associated to the implementation of the grant, are being carried out.

In-depth technical assistance and mentorship for the activities under grants will also be provided through *mentors*, in matters concerning the design and implementation of all pedagogical-related interventions addressing the issues for which the grant was requested.

A series of guidelines for the High School Grant Scheme will be provided as instruments to facilitate the application and implementation of pedagogical activities, as:

- a) Guidelines on personal development and coaching;
- b) Guidelines on remedial activities and tutoring;
- c) Guidelines on counseling and professional guidance;

- d) Guidelines on socio-emotional skills,
- e) Guidelines on inclusive education.

Both the High School Grant Manual and the guidelines related to the eligible pedagogical activities will be developed to be used by the UMEFP, the applicant high school team, the technical assistance as mentioned above (facilitators, monitors and mentors) and other relevant stakeholders.

Sub-component 1.2 – Systemic Interventions. This sub-component finances: (i) revision of the upper secondary education curriculum, with specific consideration for the needs of disadvantaged students including Roma; (ii) training of teachers and public school directors on implementing the revised curriculum, on adapting the curriculum to the needs and abilities of different students (inclusive education), student-centered teaching approaches, intercultural competence and on formative assessment; (iii) improving teaching conditions within Teachers Houses; (iv) revising and updating Grade 8 and Baccalaureate exam banks of items, and providing training and improvement of existing information and technologies platform; (v) development and implementation of a Grade 10 learning assessment, to be administered at the end of the compulsory education cycle; (vi) development of digital teaching and learning materials; (vii) development and implementation of campaigns to raise student and teacher awareness, which could be tailored for Roma students; and (viii) strengthening of MESR's capacity to use educational information to monitor upper secondary education and the transition of students into tertiary education.

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. It finances three grant schemes – one non-competitive and two competitive – for public universities that serve these at-risk students. In addition to the grants, this component finances technical assistance for evaluation of proposals and grants implementation monitoring. Approximately 85 percent of Romanian public faculties would benefit from this component.

Non-competitive grants aim at encouraging eligible public faculties to implement remedial programs, tutoring, counseling, guidance and support services, coaching services, workshops in specific areas, and awareness raising campaigns targeted to at-risk student to achieve the specific Project Development Objectives. The implementation period of these grants would be for 3 years.

Competitive grants aim at supporting tertiary-level campus-based summer courses (*summer bridge programs*) for public high school at-risk students to be offered on campus. The summer bridge courses would be offered during summer breaks and last between two to three-weeks. These courses would provide students an early and low-consequence university experience (“university knowledge”), developing familiarity of the context and initiating early skills development relevant to success in tertiary education. Faculties could present more than one summer bridge proposal.

Learning centers, also funded under the competitive grant scheme, aim at increasing the academic and social support mechanisms available to at-risk students. Each learning center would be designed based on the main factors contributing to student under-achievement and dropout from the earliest years of university, including under-preparation in upper secondary education, underdeveloped study skills, limited exposure to new academic subjects, and lack of familiarity with pedagogical norms (class size, duration, homework levels, and the like) at the university level. These centers would be fully-realized learning spaces, for directed support and self-learning, with furniture (including desks, tables for collaborative work, chairs and bookshelves) and technical equipment, such as computers, interactive white boards, and teaching/learning software (e.g. for language instruction, mathematics, writing, and other core skills, as well as for remedial support and assessment). The learning centers would require full-time administrative staff, paid or volunteer tutors and support staff, and would benefit from the contributions of professors or experts who would be compensated for supplementary work through the Project.

Public faculties would have autonomy to choose eligible activities, including but not limited to remedial programs, tutoring, counseling, guidance and support services, coaching services, workshops in specific areas, and awareness raising campaigns. Accordingly, eligible categories of expenditures could include: consulting services, non-consulting services, and incremental operating costs (including the management of the grant, excluding utilities, not to exceed 10 percent of the amount of the grant).

This component will also finance all the technical assistance required for establishing a quality assurance mechanism for the Higher Education Grant Scheme along all the steps in the cycle, including: (i) evaluation of grant proposals; and (ii) monitoring of fiduciary and other pedagogical aspects during the implementation of the approved grants.

A series of guidelines for the University Grant Scheme will be provided as instruments to facilitate the application and implementation of pedagogical activities, as:

- a) Guidelines on the design of summer bridge programs;
- b) Guidelines on personal development and coaching,
- c) Guidelines on socio-emotional skills.

The guidelines on personal development and coaching and on socio-emotional skills, to be prepared with the assistance of the consultant to be hired based on this TORs, are to be used within both the High Schools Grant Scheme, under Sub-component 1.1, and the non-competitive Universities Grant Scheme, under Component 2. Thus, the above mentioned guidelines have to address the needs of both target groups - high school students and first year university students as well as to ensure coherence and consistency over the two levels of education.

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 MNESR's UMEFP. This component also finances the carrying out of: (i) surveys concerning high school students

attending bridge programs; (ii) an impact evaluation of the high school grants program to assess improvements in student outcomes and school management processes; (iii) a revision of the existing student loan scheme developed for tertiary education students; (iv) an analysis of existing demand-side programs addressing the needs of disadvantaged upper secondary students that are currently under implementation; and (v) other M&E studies, as needed.

2. Objective

The objective of this assignment is to contribute to the development of the guidelines for personal development and coaching and the guidelines on socio-emotional skills under the ROSE Project.

The consultant selected under this assignment will contribute mainly to the *Guidelines on Socio-Emotional Skills*, with a focus on university students from the first year of studies.

3. Scope of Services

To achieve the objective of this assignment, the Consultant is expected to undertake the following activities:

- *Learning tasks:*
 - Review the ROSE Project documents including the Project Appraisal Document, Loan Agreement No 8481-RO and Project Operations Manual;
 - Review the *High School Grants Manual*;
 - Review the *Universities Grants Manual*.
- *Meet the core ROSE Project Management Unit*, especially the Project Director, the Technical Coordinator, the Upper Secondary Specialist, the Senior Grant Officer and the Grant Expert in order to prepare, develop and coordinate all the activities required to fulfil the tasks envisaged.
- Work closely with the other 4 consultants hired under separate assignments for the development of the *Guidelines on Personal Development and Coaching* and the *Guidelines on Socio-Emotional Skills*, especially with the coordinator, to ensure a coherent and consistent work.
- *Contribute to the preparation of an outline of the Guidelines on Personal Development and Coaching, and the Guidelines on Socio-Emotional Skills Development*, and submit his/her work to the coordinator.

The guidelines have to support high schools directors and school counselors, as well as teachers in high schools and universities to design and implement activities in these specific areas, and should be individualized for students from the IX - X, XI – XII grades, respectively students in the first year of university studies.

Each guideline should be structured in two main parts:

- Fundamentals and the main theoretical principles in the field of *Personal Development and Coaching*, and *Socio-Emotional Skills*.
- Specific examples of learning/ practical and support activities.

The Guidelines should incorporate specific suggestions for the development, implementation and evaluation of learning/ practical activities that contribute to the personal development of students and the development of their socio-emotional skills. The scientific approach used in developing the guidelines should be based on a cognitive – behavioral paradigm, from this perspective human experience being viewed as a product of four interacting elements – physiology, cognition, behavior and emotion. The accent will be on the relation between cognition and emotion, respectively behavior. Examples, good practices and suggested practical activities will be proposed for the grants' beneficiaries to implement at the high-school and university levels.

The Guidelines for personal development and coaching will be focused on the main issues related to *coaching and personal development*: core concepts, theoretical models, strategies and practices in personal coaching. The content will be structured at least on three dimensions: (i) theoretical framework and best practices in coaching and psycho-educational coaching; (ii) strategies and practices to promote personal development and growth at the classroom, school, and community levels; (iii) integrating coaching strategies in school practices for all students. The guidelines will include information regarding general themes, such as: definitions of coaching and personal development instruments, coaching and wellbeing, the structure of a coaching activity, principles in coaching and personal development interventions, the impact of coaching and personal development on young people's lives. Moreover, specific themes related to coaching and personal development in education will be approached, strategies for adapting specific themes of coaching for different people or communities (e.g. Roma communities, rural communities), strategies of self-directed learning as well as different counseling approaches for supporting students specific needs, goals and personal development

In order to promote coaching and personal development as a specific domain, meant to help young people to achieve their full potential and overcome difficult or stressful situations, the Guidelines will include practical examples of coaching and personal activities/ coaching sessions, administrative and organizational solutions.

The Guidelines on socio-emotional skills will be focused on the main issues related to *socio-emotional skills* development activities: core concepts, evidenced-based practices for high-schools, strategies and good practices for socio-emotional skills programs implementation. The content will be structured following several key dimensions: (i) theoretical framework and best practices in social-emotional skills programs; (ii) legislation and policies to promote social and emotional skills activities at different levels (classroom, school, community); (iii) integrating socio-emotional skills in school practices, classroom activities in order to help and facilitate students development and academic achievement; (iv) the importance of social-emotional competences as life skills. The guidelines will include information regarding general and specific themes, such as: definitions for social and emotional (SE) skills; the relation between SE abilities and academic performance, wellbeing, life satisfaction; the principles and structure of school-based SE skills programs/ activities; examples of evidenced-based programs for SE skills development in high-school students and first-year college students; specific topics related to social-emotional development - like (but not limited to) communication abilities, solving-problems strategies, emotional regulation, self-awareness, civic engagement and responsibility. All of them will help teachers and school counselors to promote learning, inclusion of children with special learning needs or from disadvantage/ discriminated communities, equity and acceptance of all students.

In order to promote social and emotional abilities of students, as an instrument for preventing school drop-out and improvement of academic performance, the Guidelines will include practical examples of socio-emotional skills development activities, recommendations and solutions for implementation.

The outline will be presented in a draft version to the Project Director, who will review these guidelines with the core team mentioned above. All comments provided to the Consultant should be incorporated in the final version of this document. If the Project director requires it, the consultant should participate in meetings with the consultants selected to elaborate the other Guidelines, in order to make sure that there is consistency and no overlapping.

- *Prepare inputs for the first draft version of the above-mentioned Guidelines.* The consultant selected under this assignment will contribute to the development of the Fundamentals and the main theoretical principles in the field of *Guidelines on socio – emotional skills*, and give specific examples of learning/ practical and support activities for university students. The consultant will also provide inputs to the *Guidelines on Personal Development and Coaching*. The contributions should be submitted to the coordinator of the team of consultant for the development of the *Guidelines on Personal Development and Coaching* and the *Guidelines on Socio-Emotional Skills Development*. All comments provided to the Consultant should be incorporated in the final version of the above-mentioned Guidelines.
- *Prepare inputs for the final versions of the Guidelines on Personal Development and Coaching and the Guidelines on Socio-Emotional Skills Development.*
- *Communicate proactively and regularly with UMEFP staff.*

4. Deliverables

As a result of the services described above, the Consultant shall deliver the following products:

Deliverable	Due Date (in weeks following contract signing)
Inputs for the outline of the <i>Guidelines on Personal Development and Coaching</i>	2 weeks
Inputs for the outline of the <i>Guidelines on Socio-Emotional Skills Development</i>	5 weeks
Inputs for the draft version of the <i>Guidelines on Personal Development and Coaching</i>	15 weeks
Inputs for the draft version of the <i>Guidelines on Socio-Emotional Skills Development</i>	19 weeks
Inputs for the final version of the <i>Guidelines on Personal Development and Coaching</i>	24 weeks
Inputs for the final version of the <i>Guidelines on Socio-Emotional Skills Development</i>	30 weeks

All deliverables will be elaborated in Romanian. Translation in English will be subject to a separate contract to be established by the UMEFP.

5. Qualification

The minimum competencies required from the Consultant are the following:

- Advanced graduate degree (PHD/master degree/other postgraduate studies) in educational sciences or psychology;

- ii. At least 3 years professional experience in educational psychology / pedagogy / education;
- iii. Experience in elaboration of reference books, textbooks, support materials, guidelines and instruments in the fields of social-emotional skills development, personal development and coaching and /or in similar fields;
- iv. Experience in elaboration / evaluation of training programs for teachers;
- v. At least 3 years of professional experience related to preparation and/or implementation of education development projects (experience in implementing World Bank financed project is an advantage);
- vi. Extensive knowledge of Romanian education system and national policies;
- vii. Ability to deliver under tight deadlines and produce high quality outputs;
- viii. Demonstrate strong interpersonal skills and good written and oral communication skills in Romanian.
- ix. Participation with papers/communications/posters at prestigious national, international conferences, in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage;
- x. Membership in professional associations in the field of social-emotional skills development and personal development and coaching and /or in similar fields is considered to be an advantage.

6. Other Relevant Terms

Period of the Assignment. The assignment is planned for 90 days, between November 2016 and May 2017, with the possibility to be extended, if needed, based on positive assessment of the performance of the Consultant.

Location of Assignment. The Consultant will be located in his/her office. He/ She will also participate in regular meetings with the UMEFP staff, at the UMEFP office.

Reporting. The Consultant should report to the 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 MNESR in the course of the proposed assignment shall be confidential and become and remain the absolute property of the MNESR. 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 MNESR.