



Norwegian Ministry
of Foreign Affairs



*Empowered lives.
Resilient nations.*

TERMS OF REFERENCE

- A. Job Title:** A team of two local consultants to develop anticorruption education modules for the pre-university (school) and university education
- B. Duty Station:** Chisinau, Republic of Moldova
- C. Project reference:** Strengthening the corruption prevention and analysis functions of the National Anticorruption Center (NAC)
- D. Contract type:** Individual Contract (IC)
- E. Duration of assignment:** June – October 2016; up to 42 working days

F. Background

The problem of corruption is recognized as a serious issue in the Republic of Moldova both by the national authorities as well as by international institutions, such as Transparency International or the World Bank. The education system is one of the most vulnerable in this sense. At the same time, the role of education sector is fundamental in the anti-corruption efforts of the state.

According to the sociological research on 'Students' Perception of Corruption Phenomenon in Higher Education Institutions' carried out by the National Centre for Transparency and Human Rights during the period of January 2012 - April 2013, within Anti-Corruption Student Network in South-East Europe (ACSNSSE), with the financial support of the Open Society Foundations, Budapest, the biggest problem of the students in the universities is corruption. Moreover, the authors of the research declare that the youth are those who prefer to bribe. According to the respondents (students from the State University, Academy of Economic Studies and the University "Alecu Russo" of Balti), the young people do not report the cases of corruption because 'it won't change a thing'; others do not know how to address it or are afraid of other fellow students. The report shows that cheating, nepotism and bribery are the most 'popular' acts of corruption, and the students, professors and deans are considered the most corrupted groups.

In October - November 2014, the Project 'Young promoters of education without corruption' carried out a survey among 100 students from four universities of the country. During the survey, 32% of the respondents confirmed that it is possible to get marks in exchange for money at their Faculty, and 47% gave positive answers to the question whether they knew of teachers who accept bribes.

In this context, the need to consolidate preventive efforts by promoting the ethics and integrity through the educational process becomes obvious.

According to the provisions of the UN Convention against Corruption, Art. 13 para. 1 letter c), 'Each State Party shall take appropriate measures, within its means and in accordance with fundamental principles of its domestic law, to promote the active participation of individuals and groups outside the public sector, such as civil society, non-governmental organizations and community-based organizations, in the prevention of and the fight against corruption and to raise public awareness regarding the existence, causes and gravity of and the threat posed by corruption. This participation should be strengthened by such measures as undertaking public information activities that contribute to non-tolerance of corruption, as well as public education programmes, including school and university curricula'.

The National Anti-corruption Strategy for 2011-2015, extended for 2016, stipulates that the education of citizens to be intolerant towards corruption requires joint efforts of the civil society and public authorities in organizing anti-corruption awareness campaigns and some activities of civic education of children and young people in the education institutions, taking into account the fact that according to the surveys, this social category has the highest tolerance to corruption. Introducing anti-corruption classes into the curricula taught in civic education would be a modality.

NAC has a well-defined mandate to prevent corruption, including to promote the integration culture in the education environment by organizing awareness campaigns, training in order to inform, form and raise accountability of teaching staff, students and pupils.

To assist the NAC in its anticorruption efforts the UNDP through its project *Strengthening the corruption prevention and analysis functions of the National Anti-corruption Center* (NAC), seeks to strengthen the capacities of the institution to promote anti-corruption education at school and university level by providing support in developing anticorruption modules for the school and university education curricula and by supporting the Ministry of Education to pilot it.

G. Objectives

The general objective of the project is to develop anticorruption education modules for the pre-university (school) and university education curricula aimed at promoting “a zero tolerance to corruption” attitude among pupils and students, by focusing on promoting integrity, civil accountability, non-engagement in corruption acts and denouncing such offences.

H. Scope of work and expected outputs:

The consultancy will have three major outputs:

- (1) Anticorruption module, integrated in general education curriculum (civic education module):
 - level 2 – secondary education, cycle I: gymnasium;
 - level 3 – secondary education, cycle II: lyceum (high school) and vocational education;
 - levels 4 and 5 – post - secondary vocational education/non-tertiary post-secondary education;
- (2) Anticorruption module, integrated in university education curriculum:
 - level 6 – higher education, cycle I: Bachelor degree/undergraduate higher education;
 - level 7 – higher education, cycle II: Master degree higher education;
- (3) Specific recommendations on how to pilot these modules in the national education system.

Each module will include content, activity outlines and bibliographic resources.

In order to achieve the objective, the consultants shall:

- take into account national regulatory and legal framework in the field, including to implement the Reference framework of the pre-university and university education curriculum, approved by the Ministry of Education, other education policy documents;
- focus on the national regulatory and institutional anticorruption framework, including provisions of Law on Prevention and Fight against Corruption and other relevant acts;
- use the academic course on the United Nations Conventions against Corruption developed by the UN Office on Drugs and Crime (UNODC): <http://www.track.unodc.org/Education/Pages/AcademicCourse.aspx> as reference;
- correlate the educational modules by the complexity of the training, characteristic to the level of education, according to the structure established in Art.12 of the Education Code, approved by Law No.152/17.07.2014;

- carry out an ex-ante assessment of modules based on questionnaires filled in by pupils, students, and professors; organize focus-groups;
- provide specific recommendations on how to integrate the anticorruption modules in general compulsory education;
- provide specific recommendations on how to pilot the developed modules;
- participate in the examination and approval of the anticorruption modules developed by the National Curriculum Council by observing the requirements for delivering requested opinions/expertise.

I.1. Deliverables for the consultant in the area of integration of anticorruption issues in school curricula

| # | Deliverable | Deadline |
|----|---|---|
| 1. | Activity Plan for the assignment, including preliminary methodology for conducting ex-ante evaluation of the developed modules submitted | 10 June 2016 Up to 4 working days |
| 2. | Draft anticorruption modules for school curricula submitted | 15 September 2016 Up to 28 working days, including focus group discussions |
| 3. | Recommendations for integrating anticorruption modules in mandatory school course and recommendations for piloting anticorruption modules submitted | 30 September 2016 Up to 4 working days |
| 3. | Final anticorruption modules for school curricula submitted | 10 October 2016 Up to 5 working days |
| 4. | Anticorruption modules for school curricula presented in the meeting of the National Council for Curricula | 28 October 2016 One working day |
| 5. | Final report for implementation of the assignment | 31 October 2016 |

I.2. Deliverables for the consultant in the area of integration of anticorruption issues in university curricula

| # | Deliverable | Deadline |
|----|--|---|
| 1. | Activity Plan for the assignment, including preliminary methodology for conducting ex-ante evaluation of the developed modules submitted | 10 June 2016 Up to 4 working days |
| 2. | Draft anticorruption modules for university curricula submitted | 15 September 2016 Up to 28 working days, including focus group discussions |
| 3. | Recommendations for integrating anticorruption modules in (a mandatory/optional) university course and recommendations for piloting anticorruption modules submitted | 30 September 2016 Up to 4 working days |
| 3. | Final anticorruption modules for university curricula submitted | 10 October 2016 Up to 5 working days |
| 4. | Anticorruption modules for university curricula presented in the meeting of the National Council for Curricula | 28 October 2016 One working day |
| 5. | Final report for implementation of the assignment | 31 October 2016 |

Expected duration of the assignments is up to 42 working days.

Deliverables and timeline can be amended or specified for the purpose of the assignment.

Payment will be made in one or two instalments upon the successful completion of the tasks assigned.

J. Organizational Setting:

This is a part-time consultancy. The consultants will work in close collaboration with the management and staff of the National Anticorruption Centre and Ministry of Education. The consultants will work under direct supervision of UNDP Project manager for administrative issues.

K. Inputs:

The National Anticorruption Centre, the Ministry of Education and UNDP Moldova will provide the consultants with the necessary guidelines, information and background materials for the fulfilment of tasks and will provide support with the facilitation of meetings and focus-groups with students through the Students NAC.

L. Qualifications and skills required

For consultant in the area of integration of anticorruption issues in school curricula

I. Academic Qualifications

- Master's Degree or equivalent (5 years of university studies) in Education Sciences or other relevant field;

II. Years and sphere of experience

- At least three years of relevant experience in/consultancy related to/education policies and school educational modules/curricula development.

III. Competencies

- Teaching/managerial experience in school educational institutions;
- Technical skills in school educational modules/curricula development demonstrated by previous assignments;
- Knowledge of anticorruption national and international standards demonstrated by previous assignments will be a strong advantage;
- Previous assignments in anticorruption education will be a strong advantage;
- Extensive demonstrated experience in developing analytical studies/reports related to education/corruption in education;
- Previous experience of work with UNDP and/or other development partners is an advantage;
- Knowledge of Romanian, Russian English for the purpose of assignment

IV. Personal qualities

- Proven commitment to the core values of the United Nations; in particular, is respectful of differences of culture, gender, religion, ethnicity, nationality, language, age, HIV status, disability, and sexual orientation, or other status;
- Responsibility, capacity of collaboration and teamwork, flexibility, punctuality

For consultant in the area of integration of anticorruption issues in University curricula

V. Academic Qualifications

- Master's Degree or equivalent (5 years of university studies) in Education Sciences or other relevant field;

VI. Years and sphere of experience

- At least three years of relevant experience in/consultancy related to/education policies and university educational modules/curricula development.

VII. Competencies

- Teaching/managerial experience in university educational institutions;
- Technical skills in university educational modules/curricula development demonstrated by previous assignments;
- Knowledge of anticorruption national and international standards demonstrated by previous assignments will be a strong advantage;
- Previous assignments in anticorruption education will be a strong advantage;
- Extensive demonstrated experience in developing analytical studies/reports related to education/corruption in education;
- Previous experience of work with UNDP and/or other development partners is an advantage;
- Knowledge of Romanian, Russian English for the purpose of assignment

VIII. Personal qualities

- Proven commitment to the core values of the United Nations; in particular, is respectful of differences of culture, gender, religion, ethnicity, nationality, language, age, HIV status, disability, and sexual orientation, or other status;
- Responsibility, capacity of collaboration and teamwork, flexibility, punctuality

The UNDP in Moldova is committed to workforce diversity. Women, persons with disabilities, Roma and other ethnic or religious minorities, persons living with HIV, as well as refugees and other non-citizens legally entitled to work in the Republic of Moldova, are particularly encouraged to apply.