



INDIVIDUAL CONSULTANT PROCUREMENT NOTICE

Date: November 18, 2016

Country: Republic of Moldova

Description of the assignment: Local consultants to develop anticorruption education modules for the pre-university (school) education

Project name: Strengthening the corruption prevention and analysis functions of the National Anticorruption Center (NAC)

Period of assignment/services: December 2016 - June 2017

Proposals should be submitted by **7 December, 2016**.

Requests for **clarification** must be sent by standard electronic communication to the following e-mail olga.crivoliubic@undp.org. UNDP will respond by standard electronic mail and will send written copies of the response, including an explanation of the query without identifying the source of inquiry, to all applicants.

1. 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.

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 education curricula and by supporting the Ministry of Education to pilot it.

2. SCOPE OF WORK, RESPONSIBILITIES AND DESCRIPTION OF THE PROPOSED ANALYTICAL WORK

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

For detailed information, please refer to Annex 1 – Terms of Reference.

3. REQUIREMENTS FOR EXPERIENCE AND QUALIFICATIONS

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;
- Experience of work with modern interactive educational tools including e-learning platforms;
- 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

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.

4. DOCUMENTS TO BE INCLUDED WHEN SUBMITTING THE PROPOSALS

Interested individual consultants must submit the following documents/information to demonstrate their qualifications:

1. Proposal: explaining why they are the most suitable for the work and providing a list of relevant publications/assignments;
2. Financial proposal in lump sum, USD;
3. Personal CV including past experience in similar assignments, the duly filled Personal History Form (P11) and at least 3 names for a reference check.

5. FINANCIAL PROPOSAL

The financial proposal shall specify a total lump sum amount, and payment terms around specific and measurable (qualitative and quantitative) deliverables. Payment will be made upon the successful completion of the tasks assigned and submission of the assessment report. Payments are based upon output, i.e. upon delivery of the services specified in the TOR. In order to assist the requesting unit in the comparison of financial proposals the financial proposal shall include a breakdown of this lump sum amount (including fee, taxes, communication costs, travel, per diems, and number of anticipated working days).

Travel

All envisaged travel costs must be included in the financial proposal. This includes all travel to join duty station/repatriation travel. In general, UNDP should not accept travel costs exceeding those of an economy class ticket. Should the IC wish to travel on a higher class he/she should do so using their own resources.

In the case of unforeseeable travel, payment of travel costs including tickets, lodging and terminal expenses should be agreed upon, between the respective business unit and Individual Consultant, prior to travel and will be reimbursed.

No travel is envisaged under this assignment

6. EVALUATION

Initially, individual consultants will be long-listed based on the following **minimum qualification criteria**:

- Master's Degree or equivalent (5 years of university studies) in Education Sciences or other relevant field;
- At least three years of relevant experience in/consultancy related to/education policies and school educational modules /curricula development.

The long-listed individual consultants will be further evaluated by a Selection Committee based on the following short-listing criteria:

Short-listing Criteria	Scoring	Max. Points Obtainable
Master's Degree or equivalent (5 years of university studies) in Education Sciences or other relevant field	(Master – 20 pts., PhD – 30pts.)	30
At least three years of relevant experience in/consultancy related to/education policies and school educational modules /curricula development	(3 years – max. 30 pts, more than 3 years – up to 70 pts, 10 pts – for each additional year)	70
Teaching/managerial experience in school educational	(up to 2 years – max. 10 pts, more than 2 years – up to 30	30

institutions	pts, 5 pts – for each additional year)	
TOTAL		130

The first three candidates who passed short-listing evaluation criteria with the best score shall be invited for an interview and pass cumulative analysis.

Cumulative analysis

The award of the contract shall be made to the individual consultant whose offer has been evaluated and determined as:

- a) responsive/compliant/acceptable, and
- b) having received the highest score out of a pre-determined set of weighted technical and financial criteria specific to the solicitation.

- 1. Technical evaluation (max 300 points) – 60%;
- 2. Financial evaluation (max 200 points) – 40%.

Only candidates obtaining a minimum of 70% score of the technical evaluation (at least 210 points) would be considered for the Financial Evaluation.

Technical Criteria	Scoring	Max. Points Obtainable
Master's Degree or equivalent (5 years of university studies) in Education Sciences or other relevant field;	(Master – 20 pts., PhD – 30 pts.)	30
At least three years of relevant experience in/consultancy related to/education policies and school educational modules /curricula development	(3 years – max. 30 pts, more than 3 years – up to 70 pts, 10 pts – for each additional year)	70
Teaching/managerial experience in school educational institutions	(up to 2 years – max. 10 pts, more than 2 years – up to 30 pts, 5 pts – for each additional year)	30
130		
Interview		
Technical skills in school educational modules /curricula development demonstrated by previous assignments	(1-3 assignments – 20 pts., each additional assignment – 5 points; up to max. 40 pts	40
Knowledge of anticorruption/integrity national and international standards demonstrated by previous assignments will be a strong advantage	(no – 0 pts., to some extent – up to 10 pts., yes – up to 20 pts.)	20
Previous assignments in anticorruption education will be a strong advantage	(no – 0 pts., to some extent – up to 10 pts., yes – up to 20 pts.)	20
Experience of work with modern interactive educational tools including e-learning platforms;	(1-3 assignments – 15 pts., each additional assignment – 5 points; up to max. 30 pts	30
Previous experience of work with UNDP and/or other development partners is an advantage;	(1-3 assignments – 10 pts., each additional assignment – 5	30

	points; up to max. 30 pts	
Knowledge of Romanian, Russian English for the purpose of assignment	Each language – 5 pts	15
Responsibility, capacity of collaboration and teamwork, flexibility, punctuality	(no – 0 pts., to some extent – up to 8 pts., yes – up to 15 pts.)	15
Interview maximum points		170
Maximum Total Technical Scoring		300
<u>Financial</u>		
Evaluation of submitted financial offers will be done based on the following formula: $S = F_{min} / F * 200$ S – score received on financial evaluation; Fmin – the lowest financial offer out of all the submitted offers qualified over the technical evaluation round; F – financial offer under consideration.		200

Winning candidates

The winning candidates will be the candidates, who has accumulated the highest aggregated score (technical scoring + financial scoring).

ANNEXES:

ANNEX 1 – TERMS OF REFERENCES (TOR)

ANNEX 2 – INDIVIDUAL CONSULTANT GENERAL TERMS AND CONDITIONS