United Nations Development Programme

TERMS OF REFERENCE

Job title:	Team of 3 experts for the development of methodology for curriculum evaluation, and evaluation of curriculum for Mathematics in general education
Duty Station:	Republic of Moldova, Chisinau
Reference to the projects:	Transforming education in Moldova through Model Schools
Contract type:	Individual Contract
Assignment type:	3 National Consultants
Contract duration:	November 2024 – February 2025
Expected workload:	A total of 80 working days, distributed as follows: Leading expert: 30 working days Curriculum development expert: 25 working days Data analyst: 25 working days
Indicative starting date:	30 November 2024

1. BACKGROUND

During 2024 – 2028, UNDP is implementing the Project "Transforming education in Moldova through Model Schools", funded by the NORAD, Norwegian Agency for Development Cooperation. The overarching Programme objective of the project is to enhance the quality and effectiveness of Moldova's education system through the transformation of district schools into Model Schools.

To achieve this, the Program will target the following specific objectives:

1. Transform fifteen schools into Model Schools with a modern learning environment and facilities enabling better learning outcomes and improved efficiency of the school network.
2. Facilitate the development of 21st century skills of students through improving teaching and learning practices and supporting organizational development.

Under this Programme, in close partnership with the Ministry of Education and Research, UNDP will support:

1. Capital renovations in five schools to ensure student friendly learning spaces and furniture, and accessible facilities for teachers/students with disabilities (ensuring accessibility of all learning, administrative, outdoor, WASH facilities).
2. The evaluation and revision of the national curricula, enhancing the quality of curricular materials and educational content;
3. Strengthening the initial and continuous teachers training in the implementation of STEAM and interdisciplinary approaches, use of active teaching methods such as project-based learning, problem-based learning, inquiry-based learning and others, with special focus on science disciplines, integration of green and sustainability practices into the curricula;
4. Improving local level education governance and school management and autonomy to enhance the quality of education;

To support the implementation of the second component, specifically the curricular reform, enhancing the quality of curricular materials and educational content in STEAM subjects, UNDP is seeking a team of individual consultants to develop the methodology for evaluating the Mathematics curricula, and conduct the actual evaluation.

Curriculum reform

In 2010, Moldova started the implementation of a new, competency-based primary and secondary school curriculum, thereby moving away from a knowledge-based curriculum. An updated version of the school curriculum

was developed and completed for the 2019-2020 school year. While started in 2010, the move towards a competency-based curriculum and corresponding teaching and assessment is likely to need further support and guidance. Part of the challenge lies in the curriculum and supporting guidance documents, and assessments that are still theoretical and academic in its emphasis and lack in a consistent structure (UNICEF, 2019)[1].

In this context, in September 2024 MER kicked off the curricular reform process, which aims to revise the current curricula and better integrate teaching and learning key competences, such as critical thinking, problem-solving, and practical applications of knowledge. In April 2023, MER's curricula revision working group has launched the public consultations of the curricula reform concept. The national curriculum modernisation is envisaged to last three years and will comprise several stages, including: national curriculum framework and curricula per disciplines developing and piloting; development, national assessment standards elaboration; teacher capacity building to teach revised curricula; and providing support to ensure proper implementation of newly developed curricula, including teaching and learning materials, guides, textbooks, digital educational resources etc.

The rationale behind the national curriculum framework development is the need to shape a new profile of the graduate that is better prepared for the professions of the future; sustainable development of competences through innovative teaching, learning and assessment methods; to increase students' motivation for learning and modernize the educational process that leverages technological innovations, digital pedagogy, and artificial intelligence; and improving learning outcomes, including at national and international assessments.

The main principles guiding the development of alternative Curriculum Framework are the following:

- Updating the curriculum areas and subjects from the perspective of development of key competences;
- Balancing the ratio between mandatory and elective subjects to promote freedom of choice;
- Curriculum integration across related school subjects;
- Establishing a common core/mandatory curriculum complemented by elective and optional subjects;
- Correlating the time resources allocated to learning with the Government priorities;
- Strengthening social cohesion through promoting multilingual and intercultural education.

The concept for the new reform was developed with the support of the EU Delegation through the EU High Level Advisory Mission. To carry out the reform, the MER requires technical assistance and implementation support from development partners, provided insufficient financial resources and the lack of national expertise to advise on the process.

2. OBJECTIVE AND EXPECTED OUTPUTS

The Project "Transforming education in Moldova through Model Schools" projects is seeking to contract a team of 3 national consultants (hereinafter "the Consultants") to develop the methodology for curriculum evaluation for Mathematics, and carry out the evaluation, including all the essential components of the curriculum implementation: the context, the input, the process and the product of the programme. The conclusions and recommendations of the curriculum evaluation will be used to revise the math curriculum and to develop teaching and learning materials, including digital education resources.

SCOPE OF THE ASSIGNMENT

For achieving the objective, the consultants will have to carry out the following activities:

- Desk research, including analysis of national and international data and relevant documents produced by national and international organization (OECD reports, relevant PISA reports and publications) and mathematics curriculum of countries such as Estonia, Finland, Ireland, etc.
- Develop curriculum evaluation methodology, which should include analysis of the context (identify and assess needs and opportunities and diagnose problems, for example the economic need to prepare for future STEAM jobs or to equip all 15 years students with minimum level of math literacy), input (identify and assess system

[1] UNICEF (2019), *Republic of Moldova: Review of the evaluation and assessment in education*, UNICEF, https://www.unicef.org/moldova/en/reports/review-evaluation-and-assessment-education-0.

capabilities: curriculum objectives, detailed content, teachers' competencies, teaching and learning resources), process (identify process obstacles in the procedural design or its implementation: effectiveness of teaching and learning methods, utilization of physical facilities, utilization of teaching learning process, effectiveness of system of students performance evaluation) and product evaluation (the relation of outcome information with the objectives, the context input with process: e.g. evolution of students enrolling in science profile classes at lyceum, opportunity loss for the economy due to weak mathematical skills of graduates) ;

- Carry out the evaluation of Moldova's national curriculum for Mathematics, following the designed methodology and provide recommendations for the curriculum revision, development of teaching and learning materials and for teacher training program;

3. KEY ACTIVITIES, DELIVERABLES AND TENTATIVE TIMETABLE

The activities and deliverables expected from each of the three consultants are the following:

Leading expert: Key activities and deliverables	**Tentative timetable**	**Number of working days**
Activity 1: Desk research, including exploring data from existing documents and previous research produced by national and international organizations, identifying relevant theoretical model of curriculum evaluation, and formulation of the problems; **Deliverable 1:** Desk research report developed.	**By 20 November 2024**	**5 WDs**
Activity 2: Develop curriculum evaluation methodology, which should include analysis of the context (identify and assess needs and opportunities and diagnose problems, input (identify and assess system capabilities: curriculum objectives, detailed content, teachers' competencies, teaching and learning resources), process (identify process obstacles in the procedural design or its implementation: effectiveness of teaching and learning methods, utilization of physical facilities, utilization of teaching learning process, effectiveness of system of students performance evaluation) and product evaluation (the relation of outcome information with the objectives, the context input with process: e.g. evolution of students enrolling in science profile classes at lyceum, opportunity loss for the economy due to weak mathematical skills of graduates); **Deliverable 2:** Curriculum evaluation methodology developed and endorsed by the MER	**By 2 December 2024**	**5 WDs**
Activity 3. Carry out the mathematics curriculum evaluation the Republic of Moldova, following the designed methodology and provide recommendations for the curriculum revision, development of teaching and learning materials and for teacher training program; **Deliverable 3**: Recommendations for the curriculum revision, development of teaching and learning materials and for teacher training program.	**By 31 January 2025**	**15 WDs**
Activity 4: Integrate the outputs provided by the other consultants on curriculum evaluation methodology, and the actual evaluation, to ensure the coherence of all the outputs **Deliverable 4:** Final curriculum evaluation report, endorsed by the MER	**By 14 February 2025**	**5 WDs**

Curriculum development expert: Key activities and deliverables	Tentative timetable	Number of working days
Activity 1: Support to desk research, including exploring existing documents and previous research produced by national and international organizations, identifying relevant theoretical model of curriculum evaluation and formulation of the problem; **Deliverable 1:** Contributions to the desk research report provided.	**By 20 November 2024**	**5 days**
Activity 2: Assistance in developing curriculum evaluation methodology, which should include analysis of the context (identify and assess needs and opportunities and diagnose problems, input (identify and assess system capabilities: curriculum objectives, detailed content, teachers' competencies, teaching and learning resources), process (identify process obstacles in the procedural design or its implementation: effectiveness of teaching and learning methods, utilization of physical facilities, utilization of teaching learning process, effectiveness of system of students performance evaluation) and product evaluation (the relation of outcome information with the objectives, the context input with process: e.g. evolution of students enrolling in science profile classes at lyceum, opportunity loss for the economy due to weak mathematical skills of graduates); **Deliverable 2:** Contributions to the curriculum evaluation methodology provided	**By 2 December 2024**	**5 WDs**
Activity 3. Assistance in conducting mathematics curriculum evaluation the Republic of Moldova, following the designed methodology and provide recommendations for the curriculum revision, development of teaching and learning materials and for teacher training program; **Deliverable 3**: Contributions to the recommendations for the curriculum revision, development of teaching and learning materials and for teacher training program provied	**By 21 January 2025**	**15 WDs**

Data analyst: Key activities and deliverables	Tentative timetable	Number of working days
Activity 1: Quantitative data analysts to support desk research from national and international databases, identifying issues, a relevant theoretical model of curriculum evaluation; **Deliverable 1:** Contributions to the desk research report provided from the data analysis perspective	**By 20 November 2024**	**5 WDs**
Activity 2: Support the development curriculum evaluation methodology, from the data analysis perspective which should include analysis of the context (identify and assess needs and opportunities and diagnose problems, input (identify and assess system capabilities: curriculum objectives, detailed content, teachers' competencies, teaching and learning resources), process		

(identify process obstacles in the procedural design or its implementation: effectiveness of teaching and learning methods, utilization of physical facilities, utilization of teaching learning process, effectiveness of system of students performance evaluation) and product evaluation (the relation of outcome information with the objectives, the context input with process: e.g. evolution of students enrolling in science profile classes at lyceum, opportunity loss for the economy due to weak mathematical skills of graduates); **Deliverable 2:** Contributions to the curriculum evaluation methodology provided from the data analysis perspective	**By 2 December 2024**	**5 WDs**
Activity 3. Carry out the mathematics curriculum review the Republic of Moldova, from the data analysis perspective following the designed methodology and provide recommendations for the curriculum revision, development of teaching and learning materials and for teacher training program; **Deliverable 3**: Contributions to the recommendations for the curriculum revision, development of teaching and learning materials and for teacher training program provided from the data analysis perspective	**By 31 January 2025**	**15 WDs**

Note: Deliverables and the final timeline can be amended or specified for the purpose of the assignment. All deliverables should be agreed with Project and be provided in electronic copy. Payment will be made upon the successful completion of the tasks assigned.

4. INSTITUTIONAL ARRANGEMENTS

The timeframe for the work of the Consultants is planned for the period November 2024 – February 2025,

The assignment shall be performed in close coordination with the UNDP Project Team, under the guidance and supervision of the Project Manager, and in close liaison with the Ministry of Education and Research.

For the duration of the assignment the Project will provide the Consultants the necessary information and materials for the fulfilment of the assignment.

All communications and documentation related to the assignment will be in Romanian, unless specifically agreed otherwise.

5. FINANCIAL ARRANGEMENTS

Payments will be disbursed in two tranches (first tranche to cover deliverables 1 and 2, and second tranche to cover deliverable 3) upon submission and validation of deliverables by the UNDP Project Manager.

6. QUALIFICATIONS AND SKILLS REQUIRED

For each of the consultants, the qualifications and skills required are listed below:

For Leading Expert:

Academic Qualifications:

- University degree (or higher) in Educational Sciences, Mathematics, or other relevant fields.

Experience and knowledge:

- In-depth understanding of the structure, content, and objectives of mathematics curriculum at different educational levels (primary, lower- and upper-secondary), proved by at least 7 years of teaching experience in general education or in initial or in continuous teacher training in Mathematics in Moldova;

- Experience in the development of educational policy documents related to curricular documents and evaluation in general education proved by at least two relevant curricular and/or student assessment documents;
- Expertise in designing evaluation frameworks, including defining evaluation criteria, standards, and indicators (at least 2 relevant instances/documents authored or co-authored);
- Familiarity with international mathematics curricul and benchmarks in mathematics evaluation (e.g., PISA, TIMSS, Cambridge, IB), proved by relevant policy papers, articles, trainings certificates or teaching experience etc.
- Proven experience of acting as team-leader in the development of analytical products or policy documents will be considered a strong advantage;
- Knowledge of Romania language is mandatory;
- At least an intermediate knowledge of English is mandatory;

Competencies:

- Strong organizational and project management skills to oversee the entire evaluation process, from planning to execution and reporting.
- Ability to perform and deliver expected results in a fast-paced working environment.
- Strong sense of initiative and ability to work independently.
- Strong written and communication skills, with analytic capacity and ability to identify relevant findings and prepare analytical documents in a clear and concise manner.
- Demonstrated interpersonal skills, as well as the ability to communicate effectively and build meaningful partnerships with all stakeholders.
- Fluency in Romanian (verbal and written) is a must. Strong knowledge of English considered as an advantage.

Personal qualities:

- Responsibility, flexibility and punctuality, ability to meet deadlines and prioritize multiple tasks.
- Proven commitment to the core values of the United Nations, in particular respecting differences of culture, gender, religion, ethnicity, nationality, language, age, HIV status, disability, and sexual orientation, or other status.

For Curriculum development expert:

Academic Qualifications:

- University degree (or higher) in Educational Sciences, Mathematics, or other relevant fields.

Experience and knowledge:

- Experience in the development of curricular and evaluation documents in general education proved by at least five relevant curricular and/or student assessment documents;
- In-depth understanding of the structure, content, and objectives of mathematics curriculum at different educational levels (primary, lower- and upper-secondary), proved by at least 7 years of teaching experience in Mathematics in general education or in initial or continuous teacher training in Mathematics in Moldova;
- Familiarity with international mathematics curriculum and benchmarks in mathematics evaluation (e.g., PISA, TIMSS, Cambridge, IB), proved by relevant policy papers, articles, training certificates or teaching experience etc.
- Knowledge of modern pedagogical approaches to teaching mathematics, including problem-solving, critical thinking, and technology integration;

Competencies:

- Ability to perform and deliver expected results in a fast-paced working environment.
- Strong sense of initiative and ability to work independently.
- Strong written and communication skills, with analytic capacity and ability to identify relevant findings and prepare analytical documents in a clear and concise manner.
- Demonstrated interpersonal skills, as well as the ability to communicate effectively and build meaningful partnerships with all stakeholders.

- Fluency in Romanian (verbal and written) is a must. Strong knowledge of English considered as an advantage.

Personal qualities:

- Responsibility, flexibility and punctuality, ability to meet deadlines and prioritize multiple tasks.
- Proven commitment to the core values of the United Nations, in particular respecting differences of culture, gender, religion, ethnicity, nationality, language, age, HIV status, disability, and sexual orientation, or other status.

For Data analyst:

Academic Qualifications:

- University degree (or higher) in Educational Sciences, Mathematics, or other relevant fields.

Experience and knowledge:

- At least 3 (three) years of experience in the area of data analysis and educational research;
- In-depth understanding of the structure, content, and objectives of mathematics curricula at different educational levels (primary, lower- and upper-secondary), proved by at least 5 years of teaching experience in Mathematics in general education in Moldova or in initial or continuous teacher training in Mathematics in Moldova;
- Experience in the development of curricular and evaluation documents in general education proved by at least two relevant curricular and/or student assessment documents;
- Familiarity with international mathematics curricula and benchmarks in mathematics evaluation (e.g., PISA, TIMSS, Cambridge, IB), proved by relevant policy papers, articles, training certificates or teaching experience etc.
- Knowledge of modern pedagogical approaches to teaching mathematics, including problem-solving, critical thinking, and technology integration;
- Knowledge of English will be considered an advantage;

Competencies:

- Ability to perform and deliver expected results in a fast-paced working environment.
- Strong sense of initiative and ability to work independently.
- Strong written and communication skills, with analytic capacity and ability to identify relevant findings and prepare analytical documents in a clear and concise manner.
- Demonstrated interpersonal skills, as well as the ability to communicate effectively and build meaningful partnerships with all stakeholders.
- Fluency in Romanian (verbal and written) is a must. Strong knowledge of English considered as an advantage.

Personal qualities:

- Responsibility, flexibility and punctuality, ability to meet deadlines and prioritize multiple tasks.
- Proven commitment to the core values of the United Nations, in particular respecting differences of culture, gender, religion, ethnicity, nationality, language, age, HIV status, disability, and sexual orientation, or other status.

The UNDP 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.

7. DOCUMENTS TO BE INCLUDED WHEN SUBMITTING THE PROPOSALS

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

- Signed and filled-in Offeror's letter to UNDP confirming interest and availability for the individual contractor (IC) assignment, incorporating Financial proposal in Annex 2 (in USD, specifying a total requested amount per working day, including all related costs, e.g. fees, phone calls, fuel, etc.). Annex 2 to the Offeror's letter,

incorporating the Financial Proposal, shall be filled in mandatorily and includes the detailed breakdown of costs supporting the all-inclusive financial proposal;

- Proposal (Motivation Letter): explaining why they are the most suitable for the work including previous experience in similar Projects (please provide brief information on each of the above qualifications, item by item, including information, links/copies of documents for similar comprehensive studies);
- Duly updated CV with at least 3 references.

Important notice: The applicants who have the statute of Government Official / Public Servant prior to appointment will be asked to submit the following documentation:

- a no-objection letter in respect of the applicant received from the Government, and;
- the applicant is certified in writing by the Government to be on official leave without pay for the entire duration of the Individual Contract.

8. EVALUATION

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

Leading expert:

- University degree (or higher) in Educational Sciences, Mathematics, or other relevant fields.
- In-depth understanding of the structure, content, and objectives of mathematics curriculum at different educational levels (primary, lower- and upper-secondary), proved by at least 7 years of teaching experience in Mathematics in general education or in initial or continuous teacher training in Mathematics in Moldova;
- Expertise in designing evaluation frameworks, including defining evaluation criteria, standards, and indicators (at least 2 relevant documents authored or co-authored);
- Fluency in Romanian;

Curriculum expert:

- University degree (or higher) in Educational Sciences, Mathematics, or other relevant fields.
- In-depth understanding of the structure, content, and objectives of mathematics curriculum at secondary and/or upper secondary levels, proved by at least 7 years of teaching experience in Mathematics in general education or in initial or continuous teacher training in Mathematics in Moldova;
- Experience in the development of curricular and evaluation documents in general education proved by at least three relevant curricular and/or student assessment documents;
- Fluency in Romanian;

Data analyst:

- University degree (or higher) in Educational Sciences, Mathematics, or other relevant fields.
- At least 3 (three) years of experience in the area of data analysis and educational research;
- Fluency in Romanian;

The short-listed individual consultants will be further evaluated based on a Cumulative analysis.

The award of the contract will 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.

* **Technical Criteria weight** – 60% (300 pts) / * **Financial Criteria weight** – 40% (200 pts).

The first three candidates who passed Technical Evaluation criteria with the best score shall be invited for an online interview and pass the cumulative analysis. Only candidates obtaining a minimum of 210 points for the Technical Evaluation shall be considered for the Financial Evaluation.

The candidates will be evaluated against the required criteria following scoring below:

Leading expert

Criteria	Scoring	Points
University degree (or higher) in Education Sciences, Mathematics, or other relevant fields.	*Bachelor's degree – 5 pts.* *Master's degree – 10 pts.* *PhD degree – 20 pts.*	20
In-depth understanding of the structure, content, and objectives of mathematics curriculum at different educational levels (primary, lower- and upper-secondary), proved by at least 7 years of teaching experience in general education or in initial or in continuous teacher training in Mathematics in Moldova	*7 years – 20 points, each additional years – 10 points up to max. 70 pts;*	70
Experience in the development of educational policy documents related to curricular documents and evaluation in general education proved by at least two relevant curricular and/or student assessment documents	*No evidence – 0 pts,* *1 policy document – 10 pts, up to a maximum of 30 pts;*	30
Expertise in designing evaluation/assessment frameworks, including defining evaluation criteria, standards, and indicators (at least 2 relevant instances/documents authored or co-authored)	*Two relevant experience/document – 20 pts.* *Each document 10p up to a maximum 60 pts.*	60
Familiarity with international mathematics curriculum and benchmarks in mathematics evaluation (e.g., PISA, TIMSS, Cambridge), proved by relevant policy papers, articles, trainings or teaching experience etc.	*No record – 0 pts;* *1 record – 20 pts;* *Each record – 10 pts.* *up to a maximum of 50 pts.*	50
Proven experience of acting as team-leader in the development of analytical products or policy documents	*No – 0 pts.* *each instance/record – 10 pts., up to a maximum of 50 pts.*	50
Fluency in Romanian and English languages;	*Romanian – 5 pts;* *English – 5 pts;*	10
Belonging to the group(s) under-represented in the UN Moldova and/or the area of assignment	*No – 0 pts.,* *to one group – 5 pts.,* *to two or more groups – 10 pts.*	10

Maximum Total Technical Scoring		**300**

Financial	
Evaluation of submitted financial offers will be done based on the following formula: **S = Fmin / 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 candidate

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

Curriculum expert

Criteria	**Scoring**	**Points**
University degree (or higher) in Education Sciences, Mathematics, or other relevant fields.	*Bachelor's degree – 5 pts.* *Master's degree – 10 pts.* *PhD degree – 20 pts.*	20
Experience in the development of curricular and evaluation documents in general education proved by at least three relevant curricular and/or student assessment documents	*Three instance/document – 50 pts,* *each instance/document – 10 pts* *up to a maximum of 100 points.*	100
In-depth understanding of the structure, content, and objectives of mathematics curriculum at different educational levels (primary, lower- and upper-secondary), proved by at least 7 years of teaching experience in Mathematics in general education in Moldova or in initial or continuous teacher training in Mathematics in Moldova.	*Seven years of teaching experience – 50 pts.,* *each additional year – 10 pts, up to a maximum of 80 pts.*	80
Familiarity with international mathematics curriculum and benchmarks in mathematics evaluation (e.g., PISA, TIMSS, Cambridge, IB), proved by relevant policy papers, articles, training certificates or teaching experience etc.	*No evidence – 0 pts;* *each year of teaching international mathematics programs – 10 pts., up to a maximum of 40 pts.*	40
Knowledge of modern pedagogical approaches to teaching mathematics, including problem-solving, critical thinking, and technology integration proved by course materials	*No evidence – 0 pts.;* *Each course material/record – 10 pts, up to a maximum of 40 pts.*	40

Fluency in Romanian and English	*Romanian – 5 pts;* *English – 5 pts;*	10
Belonging to the group(s) under-represented in the UN Moldova and/or the area of assignment	*No – 0 pts.,* *to one group – 5 pts.,* *to two or more groups – 10 pts.*	10
Maximum Total Technical Scoring		**300**

Financial	
Evaluation of submitted financial offers will be done based on the following formula: **S = Fmin / 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**

Data analyst:

Criteria	**Scoring**	**Points**
University degree (or higher) in Education Sciences, Mathematics, Economics, Informatics, or other relevant fields.	*Bachelor's degree – 5 pts.* *Master's degree – 10 pts.*	10
At least 3 (three) years of experience in the area of data analysis and educational research	*3 years of experience – 60 pts.* *each additional year – 10 pts,* *up to a maximum of 100 pts.*	100
In-depth understanding of the structure, content, and objectives of mathematics curricula at different educational levels (primary, lower- and upper-secondary), proved by at least 5 years of teaching experience in Mathematics in general education in Moldova or in initial or continuous teacher training in Mathematics in Moldova	*no – 0 pts.* *Fiver years of teaching experience – 50 pts.* *each additional year – 10 pts,* *up to a maximum of 80 pts.*	80
Experience in the development of curricular and evaluation documents in general education proved by at least two relevant curricular and/or student assessment documents	*No evidence – 0 pts.* *2 documents – 30 pts.* *Each additional document – 10 pts.* *Up to a maximum of 50 pts.*	50

Familiarity with international mathematics curriculum and benchmarks in mathematics evaluation (e.g., PISA, TIMSS, Cambridge, IB), proved by relevant policy papers, articles, training certificates or teaching experience etc.	*No evidence – 0 pts.* *2 papers/records – 10 pts.* *each additional record – 5 pts.* *one year of teaching international mathematics programs – 10 pts.* *up to a maximum of 50 pts.*	50
Belonging to the group(s) under-represented in the UN Moldova and/or the area of assignment	*no – 0 pts.* *to one group – 5 pts.,* *to two or more groups – 10 pts.*	10
Maximum Total Technical Scoring		**300**

Financial	
Evaluation of submitted financial offers will be done based on the following formula: **S = Fmin / 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**