**TERMS OF REFERENCE**

**CONSULTANT FOR THE PREPARATION OF METHODOLOGY FOR THE DESK ANALYSIS OF THE PI SELF-EVALUATION REPORTS FOR THE YEAR 2022/23**

**(PART-TIME POSITION)**

1. **Background and objective of the project**

**Background Information**

The Government of Serbia and the World Bank have identified skills development and inclusion of vulnerable groups as strategic priorities for their next phase of cooperation, based on a Systematic Country Diagnostic (SCD) and Country Partnership Framework between the two partners. In particular, the SCD highlights the importance of building human capital to increase labor productivity and enhance social inclusion through closing education enrollment gaps for low-income and Roma students starting in pre-primary. Quality Early Childhood Education and Care (ECEC) programs play a critical role in laying the necessary foundation for skills development early on and for narrowing the equity gap in education access and performance.

The Inclusive Early Childhood Education and Care project also directly contributes to the goals outlined in the Strategy for the Development of Education in Serbia until 2030 (SED 2030) and to its related Action Plan. This strategy defines mechanisms for assuring accessibility, quality, and equity in ECEC and sets clear priorities for: (i) increasing coverage; (ii) enhancing quality of the service delivery and outcomes; (iii) increasing efficiency; and (iv) attaining and maintaining relevance for the overall system. The project will directly support these priorities through its various components.

**Objective**

The objective of the project is to improve access to high-quality early childhood education and care, with the focus on children from socially disadvantaged backgrounds, for all children aged 0 to 6.5 years. Activities for children aged 3 to 6.5 years focus on increasing access to inclusive quality preschools (i.e. child-centered and with age-appropriate learning opportunities) while also supporting their transition to the early grades of primary education. Activities for younger children, i.e. from birth onwards, focus on empowering parents and families to support children’s holistic development through the increased knowledge about the importance of early stimulation at home and access to the relevant services in the community.

The Project is implemented by the Ministry of Education (Client) with the support of the Project Management Unit (PMU).

The overall fiduciary responsibilities of the Project, procurement, financial management and disbursement issues, rest on the Central Fiduciary Unit (CFU). CFU is housed under the Ministry of Finance (MoF) as per the agreement reached between MoF and the Client.

1. **Objective and Scope of the Assignment Required**

Sub-Component 2.3.b of the Inclusive Early Childhood Education and Care Project deals with planning and implementing activities that add to the improvement of the preschool institutions (PIs) quality evaluation system as a part of the new curriculum implementation support. Activities in this area should contribute to the evaluation, serving a function of ”quality building”, supporting continual efforts PIt in the raising the quality of preschool education. The objective is that the information related to structural and process quality that are collected through different monitoring and evaluation instruments positively affects real-life curriculum and contribute to the improvement of preschool teachers’ professional development.

Preschool practitioners (nursery teachers, preschool teachers, expert associates, preschool principles) are regarded as key participants in the preschool education system and therefore are expected to be the agents of change in preschool practices in line with the new PCF. In that sense, self-evaluation is perceived as a process that can help the practitioners fully understand the current practices, make decisions that would change and develop preschool practice in line with the new curricular concept, and assume responsibility for the quality of their work.

In order to improve the self-evaluation of practice in PIs, an array of activities have been implemented under the ECEC Project.[[1]](#footnote-1) In 2022/23, all self-evaluation teams went through the self-evaluation training, and all public PIs received mentoring support in the self-evaluation process.

Having in mind all the initiated reform processes and the need to plan further activities in supporting PIs directed towards stabilisation and further implementation of change, insights into the ways PIs evaluated their work can contribute to the data-driven decision-making. The analysis of the Report on PI Self-Evaluation in 2022/23 should provide information on the way PIs see the quality of their work, which areas of work they choose for self-evaluation and why, what they perceive as the challenges and possibilities in the self-evaluation process, what further activities on improving the quality of work in PIs would be, and what the planned steps for further improvement of the quality of work are.

1. **Detailed Tasks and Responsibilities**

The Consultant for the preparation of methodology for the desk analysis of the PI self-evaluation reports for the year 2022/23 is to carry out the following tasks:

**Task 1:**

Preparation of methodology for the analysis of the PI Self-evaluation Report in 2022/23

The Consultant is to carry out the following activities:

* Prepare the road map for research
* Prepare forms/protocols for the desk analysis of PI self-evaluation reports
* Cooperate with PIs on compiling self-evaluation reports from public PIs.

**Deliverable no. 1:**

* Methodology devised for the desk analysis of the PI self-evaluation reports for the year 2022/23.

**Task 2:**

Desk analysis of PI self-evaluation reportsfor the year 2022/23submitted by 54 public PIs:

Based on the prepared desk analysis forms/protocols, the Consultant for the preparation of methodology for the desk analysis of the PI self-evaluation reports for the year 2022/23analyses the content of self-evaluation reports from the following 54 PIs:

1. PI 8. mart Preševo

2. PI 8. septembar Dimitrovgrad

3. PI 11. april Novi Beograd

4. PI 14. oktobar Malo Crniće

5. PI Anđelka Đurić Bela Crkva

6. PI Bajka Ivanjica

7. PI Bajka Knjaževac

8. PI Bambi Bačka Topola

9. PI Bambi Bor

10. PI Bambi Kula

11. PI Bambi Loznica

12. PI Bambi Opovo

13. PI Bambi Paraćin

14. PI Biseri Trstenik

15. PI Boško Buha Vrbas

16. PI Boško Buha Inđija

17. PI Boško Buha Palilula

18. PI Bucko Sokobanja

19. PI Velјko Vlahović Temerin

20. PI Vera Gucunja Sombor

21. PI Veselo detinjstvo Raška

22. PI Vlada Obradović Kameni

23. PI Vračar Vračar

24. PI Nata Velјković Kruševac

25. PI Vukica Mitrović Leskovac

26. PI Včielka Bački Petrovac

27. PI Galeb Petrovac na Mlavi

28. PI Desanka Maksimović Žitište

29. PI Detinjstvo Žabalј

30. PI Dečija radost Irig

31. PI Dečija radost Pančevo

32. PI Dečja radost Ćuprija

33. PI Arilјe Arilјe

34. PI Dečja radost Bosilegrad

35. PI Dečja radost Babušnica

36. PI Dečja radost Lebane

37. PI Dečja radost Svilajnac

38. PI Dečje carstvo Velika Plana

39. PI Dečji dani Stari grad – Beograd

40. PI Dr Sima Milošević Zemun – Beograd

41. PI Dragica Lalović Bela Palanka

42. PI Dragulјub Udicki Kikinda

43. PI Duga Aranđelovac

44. PI Đuka Dinić Bojnik

45. PI Đulići Zaječar

46. PI Đurđevdan Kragujevac

47. PI Zvezdara Zvezdara-Beograd

48. PI Zrenjanin Zrenjanin

49. PI Jelica Obradović Mladenovac – Beograd

50. PI Jelica Stanivuković Šilјa Šid

51. PI Kaja Ljig

52. PI Kolibri Bač

53. PI Kolibri Kovačica

54. PI Labud Pejović Bečej;

* The Consultant prepares a summary for each PI;
* Based on the structure and content of the final report, the Consultant prepares necessary data for the cumulative summary report.

**Deliverables no. 2:**

* A summary for each analysed PI;
* Data prepared for the cumulative summary report in line with the planned content structure.

**Task 3:**

**Preparation of the Final Report on research results. The Report is to contain the review of the research methodology, research results, the analysis and interpretation of data collected from documents from all public PIs (162 in total)**

The Consultant is to perform the following tasks:

* Structures the content of the Final Report;
* Prepares Draft Final Report and sends it to the Project Management Unit (PMU), the Institute for the Education Quality Evaluation (IEQE) and the Client for commenting;
* Prepared the final text of the Final Report.

**Deliverables No. 3:**

* The Final Report on the analysis of PIs self-evaluation reports from 2022/23 prepared.

In his/her work on these tasks, the Consultant cooperates with the Consultant for the desk analysis of the PI self-evaluation reports for the year 2022/23 (the first group pf PIs) and the

Consultant for the desk analysis of the PI self-evaluation reports for the year 2022/23 (the second group pf PIs).

1. **Reporting obligations**

The Consultant for the preparation of methodology for the desk analysis of the PI self-evaluation reports for the year 2022/23 is to work under the supervision and report directly to the coordinator of the ECEC Project Component 2, the Component 2 focal point within the Client, and the contact-person in IEQE.

The Consultant for the preparation of methodology for the desk analysis of the PI self-evaluation reports for the year 2022/23, the Consultant for the desk analysis of the PI self-evaluation reports for the year 2022/23 (the first group pf PIs) and the Consultant for the desk analysis of the PI self-evaluation reports for the year 2022/23 (the second group pf PIs), the PMU, the Client’s Group for Preschool Education and IEQE representative will hold regular periodical meetings, or more often if needed, so as to secure smooth and successful cooperation. The activities will be carried out on the basis of the plan approved by the Component 2 Coordinator and PMU Director. The quality of deliverables will be evaluated by the Client and IEQE and approved by the Component 2 Coordinator and the PMU Director. The Consultant will submit to the Client and PMU periodical quarterly progress reports.

1. **Consultant’s Qualifications**

* University Degree in pedagogy, psychology, sociology or other pedagogical and social science disciplines;
* At least 3 (three) years of work experience in educating policy and practice in the Republic of Serbia;
* Experience in conducting research in the area of education is preferable;
* Thorough knowledge of the preschool education system and the relevant initiatives in the field, including quality evaluation in education is considered a plus;
* Experience in conducting trainings and providing mentoring support to PIs in the self-evaluation process is preferable;
* Knowledge of the regulatory framework in the field of education, especially preschool education, is a plus.

**VI. Duration of the Assignment**

The Consultant is to provide part-time services under the lump-sum contract, payable upon the production of deliverables. The estimated number of working hours for the Consultant is 30 (thirty) working days in 4 (four) months (one working day is 8 (eight) working hours at the most). The expected start of the engagement is February 2024. The Contract will become effective once the Inclusive Early Childhood Education and Care Project is extended.

**VII. Selection Method**

The selection method is Individual Consultant (IC), in accordance with the procedures specified in *the Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits & Grants by the World Bank Borrowers*, January 2011 (revised July 2014).

**VIII. Payment Conditions**

The text of the Contract will be a standard World Bank lump-sum contract for small-scale assignments. The payment will be made upon the produced deliverables / submitted reports, subject to the approval of the Component 2 Coordinator and the PMU Director, after the deliverables are accepted and approved by the Client’s Group for Preschool Education and IEQE. The contracted amount will include remuneration and reimbursable expenses related to the contracted tasks.

**IX. Conflict of Interest**

The Consultant shall not be involved in other activities under the ECEC Project.

1. So far, a research on current self-evaluation practices in PIs has been conducted; the Report on the evaluation of self-evaluation practice has been prepared; self-evaluation resources for PIs have been developed: suggested instruments (check-lists, questionnaires, focus groups / interviews questions, suggested questions for consulting with children); electronic instruments have been made available on the IEQE website; self-evaluation instruments have been piloted; a guidebook titled Self-Evaluation in PIs – A Guide for PI Staff has been written, printed, and distributed; single-day trainings for self-evaluation teams from all PIs, educational advisors and external evaluators have been provided (600 participants); a nine-month mentoring support has been provided to all the public PIs (available throughout the whole self-evaluation process in the year 2022/23; the Report on the provided mentoring support to PIs in the self-evaluation process has been prepared; good self-evaluation practice examples have been collected and prepared for publishing on the Learning Passport platform. [↑](#footnote-ref-1)