



Improving the Quality of Education by Introducing Examinations at the End of Secondary Education



This project is funded by the European Union

Terms of Reference

Senior Non-Key Capacity Needs Analyst

1. Project Background

The project Improving the Quality of Education by Introducing Examinations at the End of Secondary Education aims to support the development of a modern and efficient education system in the Republic of Serbia which should contribute to building a knowledge-based society.

The purpose of the project is to prepare the education system to implement the final examinations at the end of secondary education in the Republic of Serbia, as a contribution to improvement of the quality of education and higher participation in higher education.

The results to be achieved are:

1. The education system of the Republic of Serbia is prepared for the implementation of final examinations in secondary education.
2. Higher education institutions are prepared for a new way of enrolment of students.
3. Increased understanding of the public about the relevance of introducing final examinations in secondary education and its benefits for society.

Strengthening and building capacities and professional competencies of all relevant stakeholders to participate in the process of preparation, implementation and evaluation of final examinations is a main prerequisite for achieving Projects results. Needs analysis results, institutional and functional analysis results provide grounds for tailoring capacity building training programs to meet specific needs of each stakeholder and institution. The scope of work of the Senior Capacity Needs Analyst includes:

- 1.3.1 Capacity and training needs analysis of relevant stakeholders, in line with their mandates and roles in preparation and implementation of final examinations.
- 1.7.1 Functional analysis and capacity assessment of IEQE and IIE to efficiently deliver final examinations.
- 2.1.1 Analysis of current practices in defining content of enrolment tests implemented by faculties.

2. Reference document

Terms of Reference of the Project: EuropeAid/138188/DH/SER/RS, Improving the Quality of Education by Introducing Examinations at the End of Secondary Education.

3. Terms of Reference Relevance

The assignment will contribute to the achievement of the planned results of all three components by providing expertise in the field of needs and institutional analysis related to implementation of final examinations at the end of the Secondary Education as well as analysis of current practices in universities/faculties enrolment tests.

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4. Assignment objective(s)

- Support development of tailored capacity building training programmes based on evidenced training needs.
- Support strengthening institutional capacities of IEQE and IIE to participate in the process of development, organization, implementation and evaluation of final examinations in Secondary Education
- Support aligning practices of university/faculty based enrolment tests with the concept of Matura and VET Matura

5. Main Tasks/Activities

The Senior Capacity Needs Analyst in cooperation with Capacity Building Coordinator will support the Project Key Experts 2 and 3 in:

- Review and integrate stakeholder analysis and findings from the Inception Phase with results of additional desk research to collate relevant information about Matura related key stakeholder groups
- Develop capacity and training needs methodology (CTNA)
- Define capacity building and training target groups
- Submit CTNA and stakeholder list for approval
- Design, tailor and sequence CNA process and steps
- Carry out CTNA
- Assess evidence collated
- Submit report to relevant partners/stakeholders for discussion, comments and acceptance
- Organize CTNA results review meetings with all relevant stakeholders
- Develop Analytical Framework and Methodologies for functional analysis and capacity assessment of IEQE and IIE in relation to their mandates and roles in overall final examination process
- Submit Analytical Framework and Methodologies for approval
- Conduct a functional analysis and capacity assessment of IEQE and IIE
- Organise and conduct a workshop to review and discuss results of functional analysis and CNA with MoESTD, IEQE and IIE
- Develop a workplan to strengthen IEQE and IIE to efficiently participate in final examinations
- Submit workplan to strengthen IEQE and IIE for approval
- Develop The Analytical Framework to: Identify and examine the procedures and content of higher education entrance/enrolment exams and ranking criteria; Review enrolment exam practices to HEIs in EU Member States which may be of interest to Serbia - building on findings from Project Activities 1.1.1 and 1.1.2; Review the level of congruence of the higher education entrance exams with secondary education target competences, standards of achievement and outcomes; Assess integrity risks; Assess how university/faculty based additional exams cater for students with additional needs.
- Submit Analytical Framework for acceptance.
- Conduct current enrolment practices at universities/faculties.
- Submit current enrolment practices analytical report and recommendations for discussion and approval.

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6. Related Outputs

Under supervision of KE2 and KE3 and in cooperation with the Capacity Building Coordinator Senior Capacity Needs Analyst shall produce the following deliverables:

- CTNA Methodology Concept Paper document with the list of training target groups
- Report of CTNA results and recommendations
- Analytical Framework and Methodologies for functional analysis and capacity needs assessment of IEQE and IIE in delivering final examinations
- Work plan to strengthen IEQE and IIE in their roles in delivering final examinations
- Current enrolment practices - Analytical Framework
- Report on current enrolment practices with recommendations.

7. Timing and duration of mission/s

The assignment shall be implemented in Belgrade, Serbia, in the period March 2019 to December 2021, up to 130 working days. The number of days is subject to extension as needed.

8. Reporting

The expert will deliver monthly reports in the English language on every last workday of the month s/he worked, with attached all written deliverables. The report will be attached to the expert's draft timesheet.

9. Expert profile

Senior Non-Key Capacity Needs Analyst:

Qualifications and skills

- University degree
- Proven analytical and writing skills
- Excellent command of spoken and written English language as well as excellent technical vocabulary in English
- Strong communication and presentation skills and ability to transfer his/her knowledge effectively
- Proficient ICT literacy and proven skills in statistical and qualitative data analysis

General professional experience:

- Minimum 10 years in education research including research design, implementation and evaluation

Specific Professional Experience

- Proven experience in conducting organizational and institutional assessments
- At least 5 years of relevant professional work and experience with: policy design, implementation, monitoring and reporting
- At least 5 years of relevant professional consultancy experience in public sector institutions, and/or international organizations, out of which at least 3 years in senior roles
- Proficient use of statistical and qualitative data analyses tools

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- Excellent knowledge of overall Serbian education system

Specific requirements for the assignment:

1. Proficiency in qualitative and quantitative data collection, systematization and analysis
2. Experience in Training Needs Analysis design and implementation, including the development of Training Needs Analysis tools

Experts must be independent and free from conflicts of interest in the responsibilities defined by the Terms of Reference.

10. Evaluation of work

The expert's performance will be assessed by Key Experts 2 and 3, the Team Leader and the Beneficiary's representative.

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