EU support to Reform of Education in Serbia

Contract no: 2019/405-242

TERMS OF REFERENCE

Senior NKE for Quality Assurance in Higher Education

Background:

Project Title: EU support to Reform of Education in Serbia
Ref: EuropeAid/139264/DH/SER/RS
Contract no: 2019/405-242
Main beneficiary: Ministry of Education, Science and Technological Development (MoESTD)

The overall objective of the project:
To assist the Government of Serbia in implementing reforms in the education sector by improving the quality, equity and relevance of the education and training

Purpose of the project:
Strengthening institutional and human capacities of key institutions in the education sector to manage comprehensive education reform; and timely, efficient and effective coordination and implementation of the Sector Reform Performance Contract (SRPC)

Components:

C1. Institutional and human capacity building of key institutions to apply a sector-wide approach in the education sector
C2. Support for improving evidence-based policy making, monitoring and reporting in education
C3. Support for improving quality assurance mechanisms across the education system
C4. Support for raising awareness and visibility of education reforms and their benefits for Serbian citizens
C5. Support to the implementation of the Sector Reform Performance Contract in Education and maintaining a continued policy dialogue

Expected Overall Project Results:

• Strengthen institutional capacities for improved coordination and cooperation among education institutions
• Promote the system of inter-sectoral coordination and cooperation relating to the field of education
• Strengthen data collection capacities as a basis for monitoring and reporting on educational reforms
• Improve the information system in the education sector and utilization of data
• Develop the Education Development Strategy 2030 and the relating action plan
Develop mechanisms for improving the national curriculum based on the results of international surveys (PISA, TIMSS, PIRLS, TALIS), final examination at the end of primary education and national testing

• Improve the system of external evaluation in pre-university education
• Improve the system of quality assurance in higher education
• Supporting MoESTD and stakeholders to develop and implement a communication strategy on reforms and SRPC
• Capacity building for MoESTD and other educational institutions for communication and visibility techniques
• Support to MoESTD and other public institutions in monitoring and reporting on the implementation of SRPC and support to policy dialogue in the field of education

Component and related activities:
This ToR refers mainly to Component 3 of the project - Support for improving quality assurance mechanisms across the education system

Component 3 is aimed at improving existing organizations, systems and instruments, and thereby facilitating an improved commonality of purpose. In the scope of activities and tasks under this component the national stakeholders will be assisted in developing mechanisms for curriculum improvement through the application of the lessons learned through the results of national and international testing; in developing measures for improving QA systems in primary and secondary education and in improving the QA systems in higher education.

Activities to be implemented within this component are:
Activity 3.3: Improve the system of quality assurance in higher education

Assignment objective(s)
The assignment is related to the Activity 3.3 more precisely to the tasks within the following sub-activities:

3.3.1. Conduct a review of the level of harmonization with the Standards and Guidelines for Quality Assurance in the European Higher Education Area in quality assurance processes and the work of NAB and develop recommendations and a set of activities on how to increase the level of compliance

3.3.2. Review and draft documents and standards regulating the work of the NAB and its committees, as a minimum the following: Statute and Code of Ethics; Criteria for the selection of NAB steering and committee bodies (including the issue of conflict of interest and irreconcilable functions); lines and standards of communication; minimum standards for ensuring the transparency of work of NAB and its committees (reporting, website etc.)
3.3.3. Conduct an analysis of documents that regulate the process of accreditation of higher education institutions, study programmes and procedures of external quality control in higher education institutions, to enable clear, objective, transparent and measurable criteria, with the minimum of recommendations for:

- Criteria for successful accreditation and monitoring the fulfilment of conditions of work in higher education institutions and;

b) Define key input and output indicators of quality and performance of higher education institutions and study programmes

3.3.5. Organize public consultations with higher education stakeholders about the quality in higher education, compliance with European and international standards, and draft instruments and mechanisms referred to in 3.3.3

3.3.6. Develop and deliver the training program for NAB and its committees on the topic of revised instruments and mechanisms for accreditation, and assess the impact of the training programmes in the long run

3.3.7. Design and conduct the training for reviewers engaged by the Commission for Accreditation in order to strengthen their professional capacities, with a specific focus on ethical standards and the minimum standards of quality of reviews in the accreditation of university institutions and study programmes

3.3.8. Conduct capacity building of NAB through tailor-made capacity building programmes, a study visit and consultative meetings

Main tasks and duties:

NKE Senior expert for QA Higher Education will work closely with other relevant Senior experts, JNKE for Quality Assurance in Higher Education and support the Team Leader and Project Key Expert 2 in the delivery of activities and outcomes listed in the table below.

<table>
<thead>
<tr>
<th>Sub activity No</th>
<th>Task</th>
<th>Indicative input:</th>
<th>Expected deliverables:</th>
</tr>
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<tbody>
<tr>
<td>3.3.1</td>
<td>3.3.1.1. Establishing expert working group for analyses of harmonisation level with the Standards and Guidelines for Quality Assurance in the European HE Area</td>
<td>20 wd</td>
<td>Expert group for analyses of harmonisation level with the Standards and Guidelines for Quality Assurance in the European HE Area established</td>
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<td>3.3.1.2. Implementation of the analyses related to harmonisation level with the Standards and Guidelines for Quality Assurance in the European HE Area</td>
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Main tasks and duties:

NKE Senior expert for QA Higher Education will work closely with other relevant Senior experts, JNKE for Quality Assurance in Higher Education and support the Team Leader and Project Key Expert 2 in the delivery of activities and outcomes listed in the table below.
### 3.3.1.3. Development of the Report of review of the level of harmonization and recommendations for harmonization

- Report on review of the level of harmonization and recommendations developed and recommendations drafted

### 3.3.1.4. Implementation of a round table with relevant stakeholders in order to discuss, fine-tune and approve recommendations

- Round table with relevant stakeholders in order to discuss, fine-tune and approve recommendations held

### 3.3.1.5. Development of roadmap to increase the level of compliance of NAB with ESG

- The final set of recommendations and roadmap on the implementation of proposed activities for increasing the level of compliance of NAB with ESG developed

### 3.3.2

#### 3.3.2.1. Establishing a working group for review of documents and standards regulating the work of NAB and its committees

- Working group for review of documents and standards regulating the work of NAB and its committees established

#### 3.3.2.2. Analysis of the relevant documents

- Analysis of the relevant documents including recommendations on improvement of reviewed documents, especially matters concerning conflict of interest and irreconcilable functions and transparency of NAB work (reporting, website etc.)

#### 3.3.2.3. Based on analysis – development of recommendations on improvement of reviewed documents, especially matters concerning conflict of interest and irreconcilable functions and transparency of NAB work

- Recommendations adopted by NAB steering committee

#### 3.3.2.4. Discussion with NAB steering committee and adoption of recommendations

- Reviewed documents adopted by NAB steering committee

#### 3.3.2.6. Adoption of reviewed documents by NAB steering committee

- Reviewed documents adopted by NAB steering committee

### 3.3.3

#### 3.3.3.1 Establishing expert working group for analysis of documents

- Expert working group for analysis of documents that
that regulate the process of accreditation of higher education institutions, study programmes and procedures of external quality control in higher education institutions.

3.3.3.2. Work on analysis of documents that regulate the process of accreditation of higher education institutions, study programmes and procedures of external quality control in higher education institutions.

3.3.3.3 Development of proposal of Criteria for successful accreditation and monitoring the fulfilment of conditions of work in higher education institutions.

3.3.3.4. Development of proposal of Key input and output indicators of quality and performance of higher education institutions and study programmes.

3.3.3.5. Consultations with relevant stakeholders, validation of proposals.

3.3.3.6. Development of final documents.

3.3.5 3.3.5.4. Organisation and implementation of two public consultations.

3.3.5.5. Prepare a report for each public discussion and analyse comments and suggestions with

regulate the process of accreditation of higher education institutions, study programmes and procedures of external quality control in higher education institutions established

- Document that contains analysis of documents that regulate the process of accreditation of higher education institutions, study programmes and procedures of external quality control in higher education institutions.

- Draft Criteria for successful accreditation and monitoring the fulfilment of conditions of work in higher education institutions and Draft Key input and output indicators of quality and performance of higher education institutions and study programmes developed, consulted and validated by relevant stakeholders.

- Final documents that contains Criteria for successful accreditation and monitoring the fulfilment of conditions of work in higher education and Key input and output indicators of quality and performance of higher education institutions and study programmes developed.

- Two public consultations held, and main comments and suggestions integrated into public consultations report.

- New findings and suggestions integrated into
| 3.3.6 | Development of a training programme dedicated to familiarisation with revised instruments and mechanisms for accreditation and related training materials as well as an impact evaluation methodology | 20 wd |
| 3.3.6.1 | Training programme and impact evaluation methodology approved by NAB steering committee |
| 3.3.6.2 | Training implemented and report on the training implementation developed |
| 3.3.6.3 | Evaluation of training impact conducted |
| 3.3.6.4 | TNA of reviewers engaged by the Commission for Accreditation completed and topics to be covered within training programme identified |
| 3.3.6.5 | Training programme for reviewers engaged by the Commission for Accreditation developed |
| 3.3.6.6 | Consultations with NAB steering committee and MoESTD conducted and training programme approved |

| 3.3.7 | Development and implementation of TNA of reviewers engaged by the Commission for Accreditation |
| 3.3.7.1 | Training programme for reviewers engaged by the Commission for Accreditation with a specific focus on ethical standards and the minimum standards of quality of reviews in the accreditation of university institutions and study programmes |
| 3.3.7.2 | Drawing conclusions from TNA and identification of topics to be covered within the training programme |
| 3.3.7.3 | In accordance with TNA results - Development of training programme for reviewers engaged by the Commission for Accreditation with a specific focus on ethical standards and the minimum standards of quality of reviews in the accreditation of university institutions and study programmes |
### Qualifications Required:

**Qualifications and skills:**

- A University Degree (where a university degree has been awarded on completion of three (3) years of study in a university or equivalent institution) in education, humanities, political science, pedagogy, psychology, andragogy, or other relevant human development subject or at least 5 years of relevant professional experience in addition to relevant General Professional Experience.

- Proficiency in written and spoken English.

- Have excellent oral and written communication and analytical skills.

- Have excellent team working abilities.

- Strong communication and presentation skills and the ability to transfer his/her knowledge effectively.

**3.3.7.4.** Holding consultations with NAB steering committee and MoESTD on training programme and obtaining their approval.

**3.3.8.1.** Analysis of NAB capacity building needs and priorities and specific areas for improvement.

**3.3.8.2.** Development of capacity building programme (including study visit and consultative meetings with relevant experts).

**3.3.8.3.** Holding consultations with NAB steering committee and MoESTD on capacity building programme and obtaining their approval.

**3.3.8.5.** The organisation of consultative meetings in line with the capacity building programme.

- Needs assessment report developed and topics for capacity building activities identified.

- Capacity building programme discussed and approved by NAB steering committee and MoESTD.

- Consultative meetings carried out and reports on consultations developed.

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**Total** 140 WD
### General Professional Experience:
- At least ten (10) years, preferable twelve (12) of proven professional experience in education sector

### Specific Professional Experience:
*Minimum five (5), preferably seven (7) years of experience in:*
- Analyses and evaluation of education policies including those related to Higher Education
- Cooperation with national educational authorities
- Development and evaluation of policy documents, impact analysis, methodologies and tools in the field of education
- Development and implementation of capacity building programmes

Experience in academic national and international cooperation will be considered an advantage

In-depth knowledge of Serbian Higher Education system will be considered an advantage

### Further requirements:
The selected expert is not a Civil Servant or other staff of the public administration of the beneficiary country.

### Logistics and Timing
The activities are planned to be carried out in the period of April 2020 - February 2022.
The exact starting date will be agreed at a later stage, pursuant to the expert’s approval by the Contracting Authority.
The number of working days foreseen for this assignment is up to 140.

### Reports
The NKE shall provide the following reports by using the templates of the Project:
- Brief Mission Reports with a description of activities and outputs provided, at the end of each mission/month under this assignment. (*NKEs who work less than a month shall complete a mission report at the end of each assignment whereas long-term NKEs complete a mission report on a monthly basis*)
Final Mission Report, no later than 1 week after completion of tasks under this assignment. This report will include a description of all activities and outputs provided by the NKE in the context of this assignment.

**Submission of reports:**

Draft mission report shall be submitted to the Team Leader and Project Director for review and comments at the end of the mission/month.

- The final version of the mission report prepared in the relevant quality shall be submitted to the Team Leader and Project Director for review, comments and final approval. The reports shall be signed by the NKE and the Team Leader responsible for endorsing the report.

The report and all prepared documents shall be submitted in hard copy and in electronic version to the Team Leader of the project.

**Monitoring and Evaluation:**

The NKE shall work under the guidance and follow the instructions of the Team Leader and KE2. The NKE shall collaborate with the project team, other experts involved and representatives of beneficiary institutions and national structures, as relevant.

The NKE’s activities and outputs mentioned above may be adjusted by the Team Leader and KE2 at any stage in the implementation of the Project, depending on the evolving needs of the Project and main beneficiaries. Each of the short-term mission, its timing and duration shall be agreed with the Team Leader and KE2 prior to each mission.

**Location:**

The NKE must deliver 100% of the input in Serbia. The project office in Belgrade will be the main operational base of this activity; however, if necessary, for the completion of the assignment, other locations throughout Serbia will be considered.

**Working Language:**

The working language is English. However, the Serbian language can be used whenever is deemed as necessary or required by Beneficiaries.