EU support to Reform of Education in Serbia

Contract no: 2019/405-242

TERMS OF REFERENCE

Junior NKE – 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

Sub-activity 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

Sub-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

Sub-activity 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 Junior expert for Quality Assurance in Higher Education will work closely with other relevant Senior experts, especially with SNKE 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>
</thead>
<tbody>
<tr>
<td>3.3.1</td>
<td>Indicative tasks:</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>
</tr>
<tr>
<td></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></td>
<td>• Analyses of harmonisation level with the Standards and Guidelines for Quality Assurance in the European HE Area</td>
</tr>
<tr>
<td></td>
<td>3.3.1.2. Implementation of the analyses related to harmonisation level with the Standards and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Main tasks and duties:

NKE Junior expert for Quality Assurance in Higher Education will work closely with other relevant Senior experts, especially with SNKE 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>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1.3</td>
<td>Development of the Report of review of the level of harmonization and recommendations for harmonization</td>
<td>implemented&lt;br&gt;• Report on review of the level of harmonization and recommendations developed and recommendations drafted&lt;br&gt;• Round table with relevant stakeholders in order to discuss, fine-tune and approve recommendations&lt;br&gt;• The final set of recommendations and roadmap on the implementation of proposed activities for increasing the level of compliance of NAB with ESG developed</td>
</tr>
<tr>
<td>3.3.1.4</td>
<td>Implementation of a round table with relevant stakeholders in order to discuss, fine-tune and approve recommendations</td>
<td></td>
</tr>
<tr>
<td>3.3.1.5</td>
<td>Development of roadmap to increase the level of compliance of NAB with ESG</td>
<td></td>
</tr>
<tr>
<td>3.3.2.1</td>
<td>Establishing a working group for review of documents and standards regulating the work of NAB and its committees</td>
<td>20 wd&lt;br&gt;• Working group for review of documents and standards regulating the work of NAB and its committees established&lt;br&gt;• 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.) conducted&lt;br&gt;• Recommendations adopted by NAB steering committee&lt;br&gt;• Reviewed documents adopted by NAB steering committee</td>
</tr>
<tr>
<td>3.3.2.2</td>
<td>Analysis of the relevant documents</td>
<td></td>
</tr>
<tr>
<td>3.3.2.3</td>
<td>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 (reporting, website etc.)</td>
<td></td>
</tr>
<tr>
<td>3.3.2.4</td>
<td>Discussion with NAB steering committee and adoption of recommendations</td>
<td></td>
</tr>
<tr>
<td>3.3.2.6</td>
<td>Adoption of reviewed documents by NAB steering committee</td>
<td></td>
</tr>
<tr>
<td>3.3.3.1</td>
<td>Establishing expert working</td>
<td>20 wd&lt;br&gt;• Expert working group for</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.3.3 Development of proposal of Criteria for successful accreditation and monitoring the fulfilment of conditions of work in higher education institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.3.4 Development of proposal of Key input and output indicators of quality and performance of higher education institutions and study programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.3.5 Consultations with relevant stakeholders, validation of proposals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.3.5

**3.3.5.1.** In cooperation with NAB and MoESTD develop a list of relevant stakeholders to be consulted and prepare briefs and materials for each topic.

**3.3.5.2.** Develop public consultations’ plan including locations, timeline and an optimal number of participants.

**3.3.5.3.** Agreement on task distribution and obligations among involved parties (logistics and

| 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 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 |

- Preparatory activities including development of public consultations’ plan and relevant materials completed
- Two public consultations held
### 3.3.6

<table>
<thead>
<tr>
<th>3.3.6.1</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.6.2</td>
<td>Holding consultations with NAB steering committee on training programme and impact evaluation methodology and obtaining its approval</td>
</tr>
<tr>
<td>3.3.6.3</td>
<td>Selection of trainers</td>
</tr>
<tr>
<td>3.3.6.4</td>
<td>Organization and implementation of the training</td>
</tr>
<tr>
<td>3.3.6.5</td>
<td>Conduction evaluation of training impact</td>
</tr>
</tbody>
</table>

**20 wd**

- Training programme dedicated to familiarisation with revised instruments and mechanisms for accreditation and related training materials as well as impact evaluation methodology developed
  - Training programme and impact evaluation methodology approved by NAB steering committee
  - Trainers selected
  - Training implemented and report on the training implementation developed
  - Evaluation of training impact conducted

### 3.3.7

<table>
<thead>
<tr>
<th>3.3.7.1</th>
<th>Development and implementation of TNA of reviewers engaged by the Commission for Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.7.2</td>
<td>Drawing conclusions from TNA and identification of topics to be covered within the training programme</td>
</tr>
<tr>
<td>3.3.7.3</td>
<td>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</td>
</tr>
</tbody>
</table>

**20 wd**

- TNA of reviewers engaged by the Commission for Accreditation completed and topics to be covered within training programme identified
  - Training programme for reviewers engaged by the Commission for Accreditation developed
  - Consultations with NAB steering committee and MoESTD conducted and training programme approved
<table>
<thead>
<tr>
<th>3.3.8</th>
<th>the accreditation of university institutions and study programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.8.4.</td>
<td>Holding consultations with NAB steering committee and MoESTD on training programme and obtaining their approval</td>
</tr>
<tr>
<td>3.3.8.1.</td>
<td>Analysis of NAB capacity building needs and priorities and specific areas for improvement.</td>
</tr>
<tr>
<td>3.3.8.2.</td>
<td>Development of capacity building programme (including study visit and consultative meetings with relevant experts)</td>
</tr>
<tr>
<td>3.3.8.3.</td>
<td>Holding consultations with NAB steering committee and MoESTD on capacity building programme and obtaining their approval</td>
</tr>
<tr>
<td>3.3.8.4.</td>
<td>Organisation of the study visit</td>
</tr>
<tr>
<td>3.3.8.5.</td>
<td>The organisation of consultative meetings in line with the capacity building programme.</td>
</tr>
</tbody>
</table>

| 20 wd | • Needs assessment report developed and topics for capacity building activities identified |
|       | • Capacity building programme discussed and approved by NAB steering committee and MoESTD |
|       | • Study visit implemented and report on its implementation developed |
|       | • Consultative meetings carried out and reports on consultations developed |

**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

- 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
• Knowledge of Serbian language will be considered as an advantage

General Professional Experience:
• At least five (5) years, preferable seven (7) of proven professional experience in education sector

Specific Professional Experience:
• Minimum three (3), preferably five (5) years of experience in:
  • Development of programmes/curricula in Higher Education
  • Quality Assurance of Higher Education Institutions
  • Monitoring & Evaluation

• Experience in academic national and international cooperation will be considered an advantage
• Experience in competency-based education and training will be considered an advantage
• Knowledge of international practice in Higher Education 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 WD.

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.