

# **Serbia Inclusive Primary Education Improvement Project (IPEIP)**

## **Terms of Reference**

### **Administrative Assistant**

#### **I Background and objective of the Project**

##### **Background Information**

The Serbian Inclusive Primary Education Improvement Project (IPEIP) is in line with central aspects of the Strategy for Education Development in Serbia (SEDS) 2030, the Serbia 2023 Report of the European Commission (EC) and Serbia's 2023–2030 Climate Change Adaptation Program (CCAP).

The SEDS 2030 focuses on the need for increased quality of teaching and learning, fairness and accessibility of pre-university education, and a strengthened educational role in all educational institutions, while EC's 2023 Report is focused on the country's need to ensure equitable access to quality education for all students, especially those from Roma and disadvantaged backgrounds.

In order to address the persistent inequalities in learning outcomes, influenced by multiple factors, including socio-economic status of students, geographic location of schools, students' gender, teacher quality, school management, quality of learning environment, and hours of instruction, Serbia started a series of ambitious reforms, that include the introduction of the new learning outcomes-based curriculum and an Enriched Single Shift Initiative (ESSI), in the light of the growing evidence that such programs that extend the school day positively impact a variety of academic and non-academic outcomes among students and adult labor force participation, and is one of the key mechanisms to close the socioeconomic gap in learning outcomes. The Government of Serbia has made a clear commitment to improve the quality and the relevance of the extended school day options by providing proper training to teachers and school principals to best use the additional hours of instruction and keeping the most disadvantaged students in school during the extra hours by improving school feeding opportunities.

Serbia's 2023–2030 CCAP reflects the country's commitment to addressing immediate adaptation needs while enhancing long-term resilience across its economic sectors amidst increasing climate variability. Based on an assessment of the country's vulnerability to floods, heat waves and landslides, the IPEIP also integrates climate adaptation measures and strengthens the schools' resilience to climate risks.

The IPEIP directly supports these priorities through its various components.

##### **Objective**

The Project Development Objective (PDO) is to enhance the quality of the learning environments and improve teaching quality and school management in targeted primary schools across Serbia. In targeted schools, improvements in the overall quality of learning conditions will be the result of the combined implementation of School Improvement Plans (SIPs) and Whole Day Schooling (WDS) model, thus guaranteeing that the latter is functional to the long-term strategy for school improvement. Investments under the project will result in improvements in physical learning spaces for single-shift schools, better teaching practices, a broader set of pedagogic strategies, increased access to enriched learning programs that target cognitive and non-cognitive skills, as well as better managerial practices driven by the implementation of SIPs. These efforts will be complemented by investments in the introduction of nation-wide learning assessments and technical assistance to have better diagnostics of learning gaps. Moreover, improvements in the Teacher Professional Development (TPD) contents and structure will benefit all Serbian teachers in the long run, while in the short run benefits will be concentrated in enriched single-shift initiative (ESSI) and WDS schools where teachers will be trained as part of the project.

The Project is implemented by the Ministry of Education (MoE) and is relying on the existing structures of the MoE. A Project Management Unit (PMU) is formed to support the existing structures for managing the Project. The Preschool and Primary Education Sector within the MoE, and the PMU, would be responsible for the technical implementation of the project activities. In addition, professionals of the MoE (civil servants) in coordination with the Institute for Improvement of Education (IIE) and the Institute for Education Quality and Evaluation (IEQE) will facilitate the technical inputs for specific project implementation activities.

The overall fiduciary responsibilities of the Project, procurement and financial management issues, rest on the Central Fiduciary Unit (CFU), housed under the Ministry of Finance (MoF).

## **II Objective and Scope of the Assignment Required**

The Administrative Assistant will provide administrative and organizational support to the PMU in the overall Project implementation.

He/she works under the overall guidance of the PMU Coordinator and interacts with employees of the MoE, PMU and CFU.

### **Detailed Tasks and Responsibilities**

Without limiting the generalities of the foregoing, the following are the specific tasks and responsibilities of the Administrative Assistant:

- Providing administrative and logistic support for efficient day-to-day function of PMU;
- Ensuring clear and, depending of confidentiality, accessible database of all incoming and outgoing documentation for PMU;
- Efficiently organizing, maintaining and safekeeping the Project's files and filing system;
- Supporting preparation of project documentation, including timely submission of all documents related to annual and ad hoc reports;
- Preparing drafts of internal administrative documents relevant for the Project implementation;
- Maintaining database of the PMU staff business trips, processing travel expense claims of the PMU staff;
- Participating in logistical arrangements and preparation of meetings, seminars, conferences and trainings related to the Project, preparing minutes from the team meetings;
- Participating in preparation of the Project reports;
- Interaction with the MoE, other institutions, CFU, and the World bank team on the administrative issues of the Project;
- Performs other tasks related to the Project at the request of the PMU Coordinator and/or the Project Director.

## **III Reporting obligations**

The Administrative Assistant works under supervision of and reports directly to the PMU Coordinator.

## **IV Consultants Qualification**

- High school diploma, university degree is an asset.
- Five years of professional experience in administrative jobs;
- Excellent writing, communication and data manipulation skills;
- Fluency in Serbian and command of English;
- Command of Microsoft Office tools (Word, Excel, Power Point);

- Prior experience working in international projects is an asset;
- Ability to work under pressure and meet deadlines.

## **V Duration of the assignment**

The Consultant shall provide full-time services until April 15, 2030.

The Consultant shall not have other full or part-time assignment during the engagement under this Contract.

## **VI Selection Method**

The selection method is Open Competitive Selection in accordance with the procedures specified in the World Bank Procurement Regulations for Investment Project Financing (IPF) Borrowers: Procurement in IPF of Goods, Works, Non-Consulting and Consulting Services, February 2025.

The candidates will be evaluated applying the following evaluation criteria:

- Qualifications and General experience (40 Points)
- Specific Experience relevant to the Assignment (60 Points)