

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

## **Terms of Reference**

### **Teacher Professional Development Coordinator**

#### **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. Improvements in the overall quality of learning conditions in targeted schools will be the result of the implementation of School Improvement Plans (SIPs) which operationalize the transition to the Whole Day Schooling (WDS) model, thus guaranteeing that the new model directly serves 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. 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 objective of the Sub-Component 1.2: Teacher Professional Development is to address the issue of improving pre- and in-service training and career path for teachers in primary school.

The goal is to provide continuous professional development of teachers by establishing a systematic data collecting process on teachers' continuous professional development needs and strengthening the content of continuous professional development through an increased focus on (a) project-based learning; (b) the use of formative assessments in the classroom; (c) digital resources for continuous professional development; (d) teacher mobility exchange; and (e) peer learning programs, thereby responding to a clearly recognized need of the system and a national priority as specified in SEDS 2030. Furthermore, the Project aims to address the underperformance of boys in reading, as well as the climate change adaptation and mitigation content in continuous professional development training materials.

For current teachers, the project would finance technical assistance in developing new continuous professional development programs and the delivery and rollout of those programs in schools targeted by the ESSI and WDS programs. Each primary school (included in the Project) will receive capacity building/support for a period of 6–12 months. This includes three kinds of support – training provision (in person and online), mentoring support and peer learning (will be realized on two levels). Trainings will be blended and will include classical (in person) and online approaches. Between trainings, schools will be offered mentoring support. Mentors will conduct direct and online mentoring with schools on the basis of the training received and the mentors' guide.

For teachers entering the profession (pre-service training), the Project aims to support the creation of different types of direct (scholarships) and indirect incentives to address the shortage of new teachers, particularly in STEM fields (such as mathematics, physics, and chemistry), where the gap has widened in recent years. This Sub-Component will also finance technical assistance to assess the current teacher needs and identify fields of study where the shortage is most pressing. Additionally, the project will finance technical assistance activities directed at the requirements of becoming a subject teacher and curricula for initial teacher training. Specifically, this Sub-Component would finance technical assistance to evaluate, reform, and harmonize pre-service training for teachers.

The Teacher Professional Development Coordinator directly monitors and coordinates activities under the Sub-Component 1.2. He/she has responsibilities aimed at implementing measures and coordinating activities of individual consultants, organizations and institutions hired under the Sub-Component 1.2. This includes operational decision-making, coordination of acceptance of goods and services, resolving problems and monitoring project implementation activities under the Sub-Component 1.2.

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 Teacher Professional Development Coordinator:

- Managing and facilitating all aspects of implementation of the Sub-Component 1.2 activities, in line with the Loan Agreement and the Project Operations Manual (POM);
- Providing expert pedagogical guidance and coordinating policy and strategy design, detailed planning, organizing, implementing and monitoring Sub-Component 1.2 related activities, as well as the agreed result indicators;
- Providing expert pedagogical guidance and coordinating activities on strengthening continuous professional development of teachers – activities aimed at improving pre- and in-service training and career paths for teachers in primary schools;
- Providing expert pedagogical guidance and coordinating provision of technical assistance to evaluate, reform and harmonize pre-service training for primary school teachers;
- Providing expert pedagogical guidance and coordinating provision of technical assistance to evaluate, reform and harmonize in-service teacher training;
- Providing expert pedagogical guidance and coordinating activities on improving the substance and relevance of teacher trainings and assuring the quality of teacher training providers;
- Providing expert pedagogical guidance and coordinating activities on collecting data on teachers' continuous professional development needs;
- Providing expert pedagogical guidance and coordinating provision of technical assistance to develop improved continuous professional development programs for primary school teachers, ensuring their compliance with national and international best practices;
- Coordinating preparation of teacher trainings and rollout of those programs in schools targeted by the ESSI and WDS programs;
- Coordinating capacity building / support activities for primary schools through training provision, mentoring support, and peer learning;
- Coordinating establishment and updating of digital resources for continuous professional development;
- Providing expert pedagogical guidance, coordinating and contributing to development of accompanying technical materials and manuals for teachers;
- Contributing to preparation of necessary bylaws relevant for successful achievement of agreed result indicators within the Sub-Component 1.2;
- Participating in establishing relevant working groups and bodies in MoE;
- Participating in preparation and updating of Project related documents;
- Contract management of contracts he/she is responsible for; preparation of data needed to upload new Project activity in the World Bank's Systematic Tracking of Exchanges in Procurement (STEP);
- Ensuring stakeholders' access to information related to the Sub-Component 1.2 and providing feedback;
- Producing periodical and annual progress reports of the activities under the Sub-Component 1.2 and contributing to progress reports of the Project in general;
- Participating in regular and ad hoc team meetings;
- Making synergies with other MoE's and the Institute for Education Quality and Evaluation's projects;
- Performing other tasks related to the Project at the request of the Project Director and/or PMU Coordinator.

### **III Reporting obligations**

The Teacher Professional Development Coordinator works under supervision of and reports directly to the PMU Coordinator.

### **IV Consultants Qualification**

- University degree in the field of social science;
- Seven years of relevant professional experience in the education sector, specifically in teacher professional development or pedagogical advisory;
- Excellent knowledge of the Republic of Serbia's legal, social and systematic context of education;
- Knowledge of international best practices and modern pedagogical concepts in teacher professional development;
- Fluency in Serbian and good command of English;
- Computer skills (MS Word, MS Excel, MS Project, Power Point, e-mail, Internet);
- Knowledge of administrative structure and procedures of the public administration is considered an advantage;
- Knowledge and experience in other World Bank projects and other MoE education initiatives is considered a plus;
- 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)