

## TERMS OF REFERENCE

### National consultant

### Education Sector Analysis – North Macedonia

**Object:** Support for the development of a Chapter on Governance of the Education Sector Analysis.

#### I. Context

The Education Sector Analysis (ESA) offers a robust overview of the entire education system (from pre-primary education to higher education) and looks at past and current trends in educational development relying on evidence. It identifies the strengths and weaknesses of the system and their causes, including present and potential constraints or challenges. As such, the results of the education sector analysis are particularly useful for identifying relevant policy objectives and strategies and for selecting appropriate priority education programs.

A well-informed and well-argued education sector diagnosis is seen as pivotal by the European Commission Directorate-General for Neighbourhood and Enlargement Negotiations (DG NEAR) as it will help support evidence-based policy dialogue around education reforms and strategies in North Macedonia, in prioritizing sound education policies and strategies, and as such help the DG NEAR programming in education, tailored to country needs.

The DG NEAR has requested the UNESCO International Institute for Educational Planning (IIEP) to provide technical support to undertake this work.

#### II. Analytical framework of the ESA

The content of the ESA will be fine-tuned during the inception phase/deskwork and initial analytical work, to adequately fit the specific context of North Macedonia and to take into account the availability of data. It is suggested that the ESA covers six key issues (each will form a separate chapter), the precise content and focus of which will be adapted to the country context and needs:

- **Chapter 1** provides information on the **context**/environment of the education systems. It covers demographic and social context, policy and administrative framework, economic development, and public financing.

- **Chapter 2** analyses the current situation on **access to education and equity** issues. It examines the evolution of access over time, the policy framework, and strategies developed.
- **Chapter 3** is about the **quality** of education, analysing the learning outcomes of the students, the evaluation systems in place, the conditions of learning in educational institutions, the characteristics of the teaching force, the policies put in place to improve student learning.
- **Chapter 4** analyses **relevance** issues in relation with the labour market and the adequacy of training profiles, and the relationships between education and the world of work
- **Chapter 5** focuses **governance and management** issues, and covers the institutional architecture and arrangements, effectiveness of the administration, planning and monitoring mechanisms, evaluation and accountability, partnerships with the private sector and the civil society.
- **Chapter 6** addresses **cost and financing** issues, in particular the level of public funding, the structure of education costs, unit costs per student at each level. It will also analyse the levels and the evolution of private funding of education by households and other private entities.

The diagnosis is to cover the whole education sector (from pre-primary education to higher education, including TVET and life-long learning). Resilience and digital education will be looked at transversally.

A set of core questions/issues that will guide the development of each chapter can be derived from the Education Sector Analysis Methodological Guidelines<sup>1</sup> (three volumes) co-developed by UNESCO-IIEP, UNICEF, World Bank, GPE, and DFID. The guidelines are not prescriptive and will be adapted throughout the implementation of the analysis. The analysis relies on a combination of quantitative and qualitative methods, including where relevant, interviews and focus group discussions with key actors.

### III. Organizational Setup

Different partners are part of the development of the ESA, namely: the ministerial team, the expert teams including IIEP and national experts, and the EU Delegation (EUDEL) and/or the UNESCO National Commission. Their foreseen role is presented below. Here again, the specific role of each actor will be fine-tuned during the inception phase.

The **ministerial team** will provide guidance on the scope of the analysis, facilitate access to sources and data, and guide the formulation of policy advice at the end of the process. It will not be directly involved in the analysis. Ideally, the team should be composed of senior officials in charge of each thematic covered in the ESA, possibly EUDEL's main counterpart within the Ministry in charge of education, and a representant from key line ministries (e.g., Ministry of finance). They should be officially appointed and have clear support from the Ministry senior decision-makers.

The role of this team, in more detail, includes: Ensure national political coordination; validate analytical frameworks and outlines; facilitate data collection; participate in the identification of lessons learned; support and identify education policy guidance; validate the final report; lead the final workshop on policy discussions; support the communication activities around the ESA development and results. The

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<sup>1</sup> <http://www.iiep.unesco.org/en/publication/education-sector-analysis-methodological-guidelines-vol-1-sector-wide-analysis-emphasis>

composition and specific role of the national ministerial team will be fine-tuned during the inception phase of the project.

The experts' team is composed of national experts and IIEP international experts. The **national experts**, under IIEP's leadership and in close guidance and in collaboration with MoE actors, will participate in the data collection process and in data analysis, and draft the national report, in the area of their expertise. IIEP will guide the technical team through an inception workshop, working sessions, the provision of guidelines and methodological tools, and through overall orientation of the work. IIEP will not, as such, train the national experts. They are expected to have the basic skills and experience to undertake the work. The team will be recruited by IIEP and is expected to be comprised of experts in key areas of the analysis. Among them, one will be appointed coordinator (team focal point, in charge of support to the logistics). National experts should have excellent analytical and writing skills and good expertise in education analysis.

The role of these national experts, in more details, includes: Advise on the adaptation of the outline and the analytical framework to the national context; lead data collection process; participate in data analysis; contribute to the drafting of the national report; co-facilitate policy discussions during final national workshop, in the area of their expertise. The coordinator should also support logistical matters related to the organization of meetings and workshops.

**IIEP** will lead the technical process in close collaboration with national teams. It will further take responsibility for the following tasks: design outlines and analytical frameworks; recruit national experts; guide data collection, and support quality assurance review of data collected; guide and perform data analysis and report write up; support the finalization of the report; draft the executive summary; support the organization of meetings/workshops; facilitate ESA development workshops; and co-facilitate policy discussions during final national workshop.

The role of the **EU delegation** and/or **the UNESCO National Commission** will consist of: Support in setting up the national ministry team, and in identifying the national experts; coordinate country activities with the national coordinator (meeting/workshop organization); support communication activities around the ESA development and results. The role of EUDEL/NATCOM will be fine-tuned during the inception phase of the project.

#### **IV. Methodological approach and tentative timeline**

The diagnosis will be carried out over an eight to nine-month period. The exercise will start with the inception phase/deskwork when IIEP, in close collaboration with the national teams (and with EUDEL support if needed/possible), will gather existing data. This will help to identify the focus of the analysis and potential data gaps.

The development of the ESA will rely on distance and face-to-face meeting/working sessions held during missions (three missions are planned). At the end of each mission there will be a short debrief with Ministry of Education and EUDEL staff.

A two-day workshop will close the national process. It will provide an opportunity to share, discuss and validate the findings of the analysis with representatives of education stakeholders, and will translate into the formulation of education policy guidance. This exercise will be led by the ministerial team, with advice by the national experts and IIEP.

### **Inception Phase: October-November 2022**

- Organisation of the work, set-up of ministerial and technical teams
- Identification of data sources, collection of relevant information
- Draft outline for each chapter, list of foreseen analyses
- Mission 1: discussion and finalization of the outline, additional identification of data sources, collection of relevant information, including through interviews and focus group discussions

### **Development phase: November 2022–April 2023**

- Data collection and data analyses (distance mode)
- Mission 2: Discussing issues and initial analyses/results with national teams, data collection including through interviews and focus group discussions
- Write-up of draft chapters
- Sharing draft ESA

### **Final phase: April-June 2023**

- Taking stock of comments and revise the ESA document
- Preparing summary presentations
- Mission 3: Two-day national workshop to share, discuss, and validate findings
- Finalization of the national ESA report including a summary of 15-20 pages with main findings and policy guidance based on agreements with the national team.

## **V. Consultant Specific Tasks**

Under the supervision of IIEP's ESA team coordinator, and in close cooperation with the IIEP's team in charge of the Governance chapter, the Individual consultant shall

### **1) Contribute to the preparation and drafting of Chapter 4 on Governance.**

The consultant will work in close cooperation with the IIEP expert in charge of the chapter

- Comment on the analytical framework and methodology of the analysis;
- Identify relevant documents (reports; studies; official rules and regulations; administrative manuals, and the like);
- Collaborate with the IIEP expert in the analysis of these documents;
- Identify and contact individuals to be interviewed;
- Participate in interviews;
- Collaborate with the IIEP expert in the analysis of these interviews;
- Support the administration of the survey;
- Collaborate in the analysis of the survey;
- Participate in meetings and workshops during IIEP missions;
- Support translation of documents and during meetings when relevant;
- Draft sections of the chapter.

Through this work, the consultant will cover a series of issues and questions, related to governance and management of the North Macedonia education system. These issues and questions relate to

- the Institutional architecture and arrangements (distribution of authority and responsibility between different actors and levels; interactions between different levels; existence, knowledge and application of national policy frameworks; public service management: rules and practices)

- the effectiveness of the administration in the exercise of policy formulation, planning, and management functions (mandate and mission vs structure; authority and resources of relevant units; competencies of the human resources; collaboration, communication and coordination; evaluation and accountability)
- the partnerships in the governance and management of the education system (involvement of private sector, civil society, international partners in education policy-making, planning, and management; effectiveness and impact of partnerships)

The work will be based on the methodologies described in the ESA Methodological Guidelines, mainly Volume 3 (chapter 13)<sup>2</sup>.

## 2. Contribute to the chapter 1 on context

The consultant will work in close cooperation with the IIEP expert in charge of the chapter.

- To document and analyse on specific sections related to the political and territorial organization, the social context and living conditions, natural and other types of vulnerabilities, to provide inputs to all other country context required for the analyses
- The work will be based on the methodologies described in the ESA Methodological Guidelines, mainly Volume 1 (chapter 1)<sup>3</sup>.

## VI. Deliverables

Deliverables include

- Consolidated database including all online survey data related to governance issues
- Inputs for the outlines of the chapters on Context and Governance including references to data sources: Following IIEP mission 1
- Report on data mobilization and development of analyses: Following IIEP mission 2
- Inputs for the first draft of the chapters Context and Governance: before IIEP mission 3
- Inputs for revised document and summary presentation: before IIEP mission 3
- Inputs for final chapters Context and Governance: 3 weeks after IIEP mission 3

## VII. Consultancy duration

35 day-man over the period

7<sup>th</sup> November 2022 – to 30 May 2023.

## VIII. Required Qualifications

- An advanced university degree (Master's degree or equivalent) in Education, Management, Social Sciences, or a related field
- Profound knowledge of the theme of "governance and management of education"
- Expertise in qualitative research
- Excellent skills in analysis and synthesis

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<sup>2</sup> <http://www.iiep.unesco.org/en/publication/education-sector-analysis-methodological-guidelines-vol-1-sector-wide-analysis-emphasis>

<sup>3</sup> <http://www.iiep.unesco.org/fr/publication/education-sector-analysis-methodological-guidelines-vol-3-thematic-analyses>

- Good knowledge of the education system in North Macedonia
- Mastery of English, both oral and writing.

Qualified and interested individual candidates are requested to send to [consultancytc@iiep.unesco.org](mailto:consultancytc@iiep.unesco.org):

- a cover letter demonstrating adequate understanding of tasks and candidate's qualification for the work;
- CV;
- a short financial proposal (daily rate);
- evidence of recent analytical work by the candidate in themes related to this consultancy.

Application deadline is 6 November 2022, midnight Paris time.