

TERMS OF REFERENCE

Education Sector Analysis Albania

Object: Development of the Chapter on Education Quality of the Albania 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 Albania, 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 technical support of the UNESCO International Institute for Educational Planning (IIEP) 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 country needs and to cater for available data. It is suggested that the ESA covers six key areas (each will form a separate chapter) to be adapted to the country context and needs:

- **Chapter 1** provides with information on the **context/environment** of the education systems. It covers demographic and social context, policy and administrative framework, economic and public financing.
- **Chapter 2** analyses the current situation on **access to education and equity issues**, the policy framework and strategies addressed.

- **Chapter 3** is about **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. Digital Education is addressed in this chapter.
- **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** analyses **Governance and management** issues, on 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, the level of public funding, the structure of education costs, unit costs per student at each level. It will also analyse what is known on private funding of education from households and other private entities.
- funding of education from 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 Guidelines¹ (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, the EU Delegation (EUDEL). 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. This team can be a small team, composed, for instance, of two to three senior officials, 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 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 on national experts and IIEP international experts. The **national experts**, under IIEP's leadership and close guidance and in collaboration with other MoE actors, will participate

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

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 the 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 this 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 logistics). National experts should have excellent analytical skills and good expertise in education analysis.

The role of these national experts, in more detail, includes: Advise on adaptation of outline and analytical framework to 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-ten-month period. The exercise will start with the inception phase/deskwork when IIEP, in close collaboration with the national team (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: July - September 2022

- Organisation of the work, set-up of national and technical team
- Draft outline for each chapter, list of foreseen analyses
- Mission 1: discussion and finalization of the outline, identification of data sources, mobilization of information

Development phase: September - December 2022

- 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 January – April 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, the Individual consultant shall:

1. Lead the development of the chapter 3 on Education Quality
The consultant will work in close cooperation with the IIEP expert overlooking the chapter.
 - a. Desk review: Identify bibliographic sources and databases available relevant for the study, based on the concept note and a zero-draft outline provided by IIEP;
 - b. Propose an improved outline for the chapter, taking into consideration data availability;
 - c. Document and analyse the results on assessments of learning achievements of students (including national and international assessments); compare to other countries; assess disparities in terms of *learning pathways* and progress between students.
 - d. Document and analyse the systems and tools in place to evaluate the quality of the system, the performance of the schools and of students' learning.
 - e. Document and analyse the learning conditions and environment in classroom/school/educational institutions and how they compare to national and international standards.
 - f. Describe and analyse the teaching force (status, tenure, deployment, training, etc), the policies and strategies in place to manage the teaching force, in terms of attractiveness of the profession, recruitment, deployment, professional development, career development, and evaluation, equity and efficiency issues in deployment, recruitment, and training teachers.
 - g. Draft a complete draft version of the chapter.
 - h. Write the final version of the chapter, integrating comments by the ministerial team and EUDEL.
2. Participate in meetings and workshops during IIEP missions to Albania, mobilize information including organizing discussion with education officers
3. Any other tasks requested by the Supervisor.

The work will be based on the methodologies described in the ESA Methodological Guidelines, Volume 1 (chapter 4)².

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

VI. Deliverables

Deliverables include

1. Feedback on the zero-draft outline for the chapter (provided by IIEP), identifying secondary sources available and highlighting relevant and complementary analyses needed of existing databases/reports (before IIEP mission 1)
2. Improved outline for the chapter + plan of complementary analysis of existing databases/report (following IIEP mission 1)
3. First draft of the chapter (work in progress), based on secondary sources + qualitative data collection (before IIEP mission 2)
4. Report on data mobilization and development of analyses: Following IIEP mission 2
5. Complete draft of the chapter on Quality: Mid-January 2023
6. Revised document and summary presentation: before IIEP mission 3
7. Final chapter on Quality: 3 weeks after IIEP mission 3

VII. Consultancy duration

35 day-person over the period

18th September (tentative start date) – to 31th March 2023

VIII. Required Qualifications

- An advanced university degree (Master's degree or equivalent) in Education, Economics, Social Sciences, or a related field;
- Excellent knowledge of education quality issues and on quality monitoring, with a relevant working experience in the domain
- Proven expertise, attested by a track record of publications, in the analysis of education quality in Albania
- Excellent quantitative, analytical and writing skills
- Excellent knowledge of English, both oral and writing.

IX. How to apply

Qualified and interested individual candidates are requested to send to

recruitment.tc@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 8 September 2022, midnight Paris time (UTC+2).