

## TERMS OF REFERENCE (TOR) FOR INSTITUTIONAL CONTRACTORS

### **International Institutional Consultancy for developing a costed Strategy for Education Reforms (2025 – 2035), a budgeted Action Plan (2025 – 2027), functional review and capacity building on education sector planning and budgeting**

#### **Background and Context**

The comprehensive Education Sector Analysis<sup>1</sup> (ESA), which was finalized and published in November 2022 as a joint initiative of UNICEF and the Ministry of Education, Science, and Innovation, provided an in-depth “sector diagnostic” from the aspects of access, quality, equity, governance, infrastructure, impact of the COVID-19 pandemic, governance, and financing. The Education Sector Analysis, as well as the most recent data and studies show the following key issues:

#### Inclusion and access

- Preschool education attendance stands at 53% for general population, with as few as 16% of Roma children attending. (MICS 2018)<sup>2</sup>
- Primary<sup>3</sup> education (primary & lower secondary) attendance rate is 96% for general population, and 77% for Roma children. (MICS 2018)
- The rate of out-of-school children in primary school in the general population is 2.5%, and 22.1% for Roma children. (MICS 2018)
- Upper secondary education attendance is much lower, standing at 88% for general population and only 7% for the Roma. (MICS 2018)
- Although the number of children with disabilities in regular schools has been on constant increase, the attendance rate of children with disabilities in mainstream education is not known as there is no data on children with disabilities at national level.
- 30,5% of children in Montenegro are at risk of poverty – with significant negative health and educational outcomes. (Multidimensional Child Poverty in Montenegro report / Multiple overlapping deprivation analysis, MODA, 2020)<sup>4</sup>

#### Quality

- According to PISA 2022 results, the number of Montenegrin students not achieving basic literacy level in reading, mathematics, and sciences stand at 53%, 60%, and 55%, respectively.
- The students from disadvantaged socio-economic background are outperformed by their peers by 55 points, which is over 1.5 academic years. (OECD/UNICEF, 2020).
- According to Trends in International Mathematics and Science Study (TIMSS 2023) results<sup>5</sup>, 1 out of 4 students attending 4<sup>th</sup> grade of primary education score below the benchmark “low” defined at 400 points in science and mathematics, and only 1 percent meeting the “advanced” benchmark.

<sup>1</sup> Education Sector Analysis (ESA) is a joint effort of the Ministry of Education, Science and Innovation, and UNICEF. The methodology is based on the World Bank/UNESCO/UNICEF Guidelines for ESA and is conducted to provide an in-depth insight into the education system (up to tertiary level) from the aspects of quality, equity, governance, costing and financing. The purpose is to provide solid evidence for developing a comprehensive, multi-year sector plan and help ensure sustained and coordinated implementation of quality and inclusive reforms in education. ESA is available for download from:

<https://www.unicef.org/montenegro/en/reports/education-sector-analysis-2015-2020>

<sup>2</sup> Full report available from: <https://www.unicef.org/montenegro/en/reports/multiple-indicator-cluster-survey-2018> and statistical snapshots from: <https://www.unicef.org/montenegro/en/statistical-snapshot-mics-2018>

<sup>3</sup> Primary education lasts 9 years and is compulsory for all children (aged 6 – 15 years)

<sup>4</sup> Available for download from: <https://www.unicef.org/montenegro/media/17696/file/UNICEF%20-%20MODA%20ENG%20-%20web.pdf.pdf>

<sup>5</sup> Available from: <https://timssandpirls.bc.edu/timss2019/encyclopedia/montenegro.html>

- The rates of youth unemployment and NEET stand at 37% and 27%, respectively (ILOSTAT, EU, World Bank 2022,) <sup>6</sup>

### Infrastructure

- 13% of primary schools enrol almost 70% of all primary school students in Montenegro, while 87% of primary schools operate at or below group size of 28 students per classroom.
- 33% of secondary schools operate above the norm, enrolling over half of all secondary school students in Montenegro, while 67% of schools operate at or below a group size of 28 children per classroom.<sup>7</sup>
- In 2020, the average number of children per preschool group at the national level was 27, which is by two children above the highest number of children allowed by the law.

### Financing

- In nominal terms, education budget has been on constant increase since 2015. However, the relative importance of education, measured as a share of GDP, decreased during the period 2015 – 2019. In 2020, it rose to 4.7% of GDP, to fall back again slightly to 4.4% in 2021<sup>8</sup>, which is still at the lower end of the spectrum in comparison to OECD countries.
- Expenditure for education in 2021 made 8.9% of the public budget, which falls short in comparison to international recommendation of 10-15%.
- Following further budgetary analysis, preparation of the Budget Brief, and intensive joint advocacy of the Ministry of Education, Science and Innovation and UNICEF, the Mid-Term Expenditure Framework (MTEF) for 2024 – 2026 envisages an increase of the education budget in areas related to school infrastructure, digitalization, and teacher training.

According to the Final Report from the Consultation Process conducted for the purpose of Montenegro's participation at the United Nations Transforming Education Summit held in September 2023, students claimed that Covid-19 had left negative effect on their education in terms of their learning habits, motivation, socialization, as well as mental and physical health. Teachers have highlighted that it would be necessary to strengthen their competencies, to revise teaching content, the number of classes, the subjects taken, the organization of the curriculum, and to also emphasize the connections between education, the environment, and the labour market, particularly in relation to career orientation system revision within education policy. Finally, parents expressed a general dissatisfaction with the system, its quality, organization, purpose, results, and effectiveness. They considered that radical changes were necessary – in terms of quality, values, relationships, the overall education being offered and communication.

The urgent need for developing a comprehensive budgeted Education Reform Strategy and a costed Action Plan is highlighted in the latest [Montenegro Report 2023 - European Commission \(europa.eu\)](#) for Montenegro, recommending the development and adoption of a budgeted plan including an economic impact analysis for wide-ranging education reforms, also addressing inclusive education, and improve access to quality education at all education levels.

This activity is part of the Quality Education for All Children Project, conducted in partnership with the European Delegation to Montenegro and the Ministry of Education, Science and Innovation, Science, and Innovation.

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<sup>6</sup> Available from: [Unemployment, youth total \(% of total labor force ages 15-24\) \(national estimate\) - Montenegro | Data \(worldbank.org\); ILO Data Explorer](#)

<sup>7</sup> Calculation is based on the sample which includes 88% of secondary schools in Montenegro with data available data, and the number of secondary school students in 2021.

<sup>8</sup> Latest available data.

## 2. Objectives, Purpose & Expected Results

The purpose of this assignment is to support the Government of Montenegro to develop a comprehensive and budgeted Education Reform Strategy for the period from 2025 -2035, as well as a two-year and costed Action Plan for its implementation, with a view of ensuring that all children in Montenegro have equal access to quality and inclusive education and are provided with opportunities to gain the knowledge and skills they need for better academic achievement, overall well-being, and successful transition from school to the labour market, as well as by addressing the specific needs and risks to children from vulnerable groups through cross-sectoral integration and multidisciplinary approaches. This reform is a high priority on the Government's agenda, as recommended by the EU Policy Guidance to Montenegro for the Economic Reform Programme 2023-2025, where it is defined as a *Reform no. 3: Developing an integrated approach to improving education quality and inclusivity*

To this end, the Terms of Reference includes two key objectives.

**Objective 1:** To support the Working Group to be established by the Ministry of Education, Science and Innovation, Science and Innovation **to prepare a comprehensive and costed Education Reform Strategy (2025 – 2035) with a solid and clear financing framework, as well as develop a budgeted Action Plan (2025 – 2027).** The document should follow the government instructions for preparing policy documents, notably the *Decree on the Methodology and Procedure for Strategy Paper Development, Alignment and Monitoring*<sup>9</sup>.

**Objective 2:** To conduct a Functional Analysis of the Ministry of Education, Science, and Innovation, also by considering the specific functions of other central educational institutions (Bureau for Education, Centre for Vocational Education, Examination Centre, and Agency for Publishing Textbooks and Teaching Aids), for the purpose of developing recommendations for improving the overall effective governance of the education system and ensuring timely and quality implementation of the new Strategy for Education Reform (2025 – 2035).

To make sure that **Objective (1)** is reached in a quality manner, the following **activities** need to be implemented through the consultancy:

- **Based on the Framework for the Education Reform Strategy which will be developed by the MoESI Working Group with support of an international consultant by May 2024, technical assistance** is to be provided to the Ministry of Education, Science and Innovation **to develop a comprehensive Education Reform Strategy** for the period 2025 - 2035 , through review, inputs and formulations of the drafts of the Strategy, as well as guidance to the MoESI WG in defining/enhancing the vision of the education sector, formulation of the key goals within selected thematic areas, programmatic activities leading to their achievement, and setting up of a clear monitoring and evaluation framework.
- **Technical assistance** to the Ministry of Education, Science and Innovation **to conduct a costing of the Strategy and setting up of a clear financing framework.** Technical assistance is to include development of a financing mechanism / model for Strategy implementation based on the costing (including gaps, economic prospects, trends in financing of different sectors targeted by the strategy, levels, equity and efficiency of current investments) and outline currently available and prospective public finance sources for the period of 2025-2035 (including multilateral fund, available EU funding schemes and relevant partners), whilst considering economic prospect, to help ensure sustained financing and implementation of the Strategy. Finally, **technical assistance**

<sup>9</sup> Available from: <https://javnepolitike.me/wp-content/uploads/2021/07/UNDP-Metodologija-razvijanja-politika-2020-ENG-draft4-09JUL21.pdf>

to the MoESI to develop a quality and budgeted Action Plan for the period of two years, which should include specific activities, results, deliverables, and timeframes as well as a clear Monitoring & Evaluation Framework.

In regard of **Objective (2)**, related to the functional analysis of the MoESI, the following activities are to be encompassed by the consultancy:

- An analysis of the current set-up, roles and responsibilities of the MoESI and its particular directorates and departments, especially from the aspect of the new education reform policies and capacities needed for its implementation.
- Development of recommendations and guidance for improving the overall governance of the education system and ensuring quality and timely implementation of the new Strategy for Education Reform (2025 – 2035).
- An assessment of the capacities of the MoESI and other central educational institutions' staff in key areas relevant for implementation of the new strategy, and capacity building with a focus on evidence-based planning, budgeting, monitoring and evaluation of reforms.

In line with the key strategic recommendations of the above-mentioned Education Sector Analysis (ESA), the Education Reform Strategy for the period 2025 - 2035 should place focus on systemic solution of issues related to access, quality, equity, teacher management, infrastructure, governance, and financing of education.

Considering relevant national and international policies and strategies, the Education Reform Strategy should specifically aim:

- to improve access to, increase enrolment and completion of education for all children, particularly the most vulnerable ones, such as children with disabilities Roma and Egyptian children, children affected by poverty, migrant children, etc., across all pre-university education levels.
- to enhance the quality and inclusiveness of educational services to all children, by also addressing the specific needs of children from vulnerable groups and ensuring that they are provided with support to develop the knowledge and skills they need for better academic achievement, overall well-being, and increased employability.
- identify and attend to gender considerations across the sector, including where gender disparities intersect with other sources of disparity, and address the specific needs and opportunities of different groups through systemic and effective programmatic interventions.
- to help ensure that all children have access to digital devices and technologies at school and the opportunity to develop digital, media, and green skills, as well as the potential of digital technologies is used to improve the quality and inclusiveness of education, also by use of assistive technologies and aids for children with physical, sensory, and intellectual disabilities.
- to formulate clear, quality, and sustainable actions towards creating a solid system of teacher professional development and, as importantly, as well as the mechanisms for planning and ensuring quality teacher work force.
- to formulate measures for improving the systems of formative assessment, external assessments and examinations, and quality assurance
- to make sure that all preschools and schools are a safe environment for all children where they are protected from any form of violence.
- to define measures for long-term and systemic measures for tackling the issue of inadequate and insufficient school infrastructure, including those aimed to ensure physical and informational accessibility for students

with disabilities, based on the recommendations of ESA and the data and evidence generated through the currently conducted Functional Analysis of School Infrastructure

- to formulate a relevant and comprehensive set of measures related to conflict/Disaster Risk Reduction (DRR)/Climate Change Adaptation (CCA) based on a national risk assessment and a strategic vision for relevant education in adversity contexts that is fully operationalized and implemented to mitigate the conflict, disaster and climate risks identified. This would include capacity development for education personnel, promotion of community and children's engagement, guidance on teaching content and resources, school construction standards, and linkages to other sectors (WASH, Social and Child Protection etc.).
- to improve the overall governance of the education system, including through a proposal for a more effective structure of the Ministry of Education, Science and Innovation, establishing mechanisms for enhanced cooperation between relevant institutions, schools, and all key actors and stakeholders, including students, teachers, and parents
- to improve effectiveness and efficiency of education financing, ensure that adequate funding is dedicated to inclusion of children with disabilities and children from vulnerable groups, and make sure that identified priorities for the education system are prioritized in the national budget.

Rather than to duplicate, the Strategy should cross reference existing sectoral and multi-sectoral strategies, plans and programmes and complement them. The Strategy should consider existing strategies, plans and policies relating to early childhood development, early and preschool childhood education, digitalization of education, career orientation, vocational education and continuous professional development, social and child protection, and other relevant strategies and frameworks. The strategy should emphasise the need for strengthening coordination mechanisms between systems of education, health, finance, social and child protection, as well as other relevant systems, for the purpose of providing effective, efficient, and quality services to children, students.

The Education Reform Strategy should have clear linkages with SDG targets and indicators. As stated above, operationalization of the Strategy will include preparation of the Action Plan with specific activities, results, deliverables, and timeframes as well as development of the Monitoring & Evaluation Framework to measure both, progress and achievement of the Strategy results. Finally, it will outline the potential Financing framework for strategy implementation, to guide its successful implementation with sufficient investment, taking into account different economic growth scenarios and donor landscape, and to be, as well, used as an advocacy tool to enable for sustainability and protect current levels of public funds. The coordinated and multi-sectoral approach to strategy implementation is requisite in terms of providing a response to Policy guidance no. 6 defined by ERP 2022-2024, which relates to EU Youth Guarantee and social protection, esp. with the view of the fact that the improvement of the labour market outcomes through advancing the national education system will have positive impact on the poverty reduction and, potentially, reconsidering the amount of benefits allocated through social protection schemes and, in turn, on overall national public finance system.

### 3. Description of the Assignment

The Consultancy Agency should engage **four members** at a minimum, out of whom three would be international experts in education sector reform (with focus on quality, equity, teacher training, etc.), education sector planning and administration, and education financing/PFM, respectively, and one national expert on education.

In regard of **Objective (1)** – development of the costed Strategy for Education Reform (2025 - 2035 ) and the budgeted Action Plan (2025 – 2027), by using the Framework for the Education Reform Strategy as a basis, the international expert on education sector should provide specific knowledge and guidance – through review, inputs, comments and writing of the drafts of the strategy and action plan to the members of the Working Group to re-fine the vision of the

education system, formulate the key goals and interventions, define indicators and establish a monitoring and evaluation framework. In the same manner as above, the international expert on education financing should provide specific knowledge, guidance on education financing and budgeting, as well as support and provide specific inputs the members of the working group to estimate the costs of strategy implementation and conduct budgeting of the Action Plan, taking into account the public budget and international resources and financing mechanisms. It is important to note that experts are to help ensure CRPD compliant / disability inclusive budgeting, by incorporating the dimension of disability in all its programs and reflecting the education expenditure for children with disabilities.

In regard of Objective (2): functional analysis of the MoESI - the experts should conduct a review of existing functional setup of the education sector against the vision of the reformed system and required functions and assess appropriateness of organizational and other arrangements to implement the actions/functions proposed by the new Strategy. They should assess current personnel profiles and capacities vis-à-vis performance and capacity requirements, identify the need for additional employment (per required personnel profiles) and capacity building needs to implement all the system functions and to deliver sufficient and high-quality education services. The experts should conduct an assessment, by use of a survey and in depth interviews and/or focus groups among the representatives of the Ministry of Education, Science and Innovation, central educational institutions, and other relevant institutions, and a dedicated discussion with the Ministry of Education, Science and Innovation working group, on the needs and specific gaps and areas to be covered through the capacity building program in the areas of sector planning, costing, budgeting, implementation, and monitoring. Based on the results of the findings, the experts should develop a max. 5-day training program to be delivered in a hybrid format, and according to the timeline to be agreed with the Ministry of Education, Science and Innovation.

Finally, they should propose recommendations for further strengthening of the system to implement the current and envisioned education functions, notably through enabling sufficient staff capacities (both additional employment and profiles and dedicated capacity building), organizational and work-posts restructuring and innovation, and for the required definition of working and cooperation procedures.

The national expert should have extensive knowledge of the Montenegro education system, solid experience in supporting the development of policy documents with costed action plans and monitoring and evaluation frameworks. The national expert should serve as a liaison between the international consultants and the working group, help solicit inputs from different members, consult the international experts as needed, incorporate inputs in multiple drafts, ensure cross referencing with existing documents ensuring synchronization of activities and indicators and avoiding duplication, as well as provide support with organizational and logistics issues when needed. The national expert is to be fluent in Montenegrin language.

The following tasks are expected to be completed:

- Review background materials (policy briefs and studies, EU, and UN recommendations), and existing policies in the area of education, including the summary of international document which will have been prepared through the individual international consultancy, to ensure that up-to-date insights and the latest knowledge are provided to the Working Group on education planning, quality, equity, digitalization, governance and financing, as well as that they are taken into account, at the same time avoiding duplication or inconsistencies.
- Review the first draft text of the Strategy and provide support to the definition of the vision, key goals, description of activities, planned budgets, and monitoring and evaluation framework.
- Review the second draft of the strategy, by providing clear and concrete inputs and recommendations for fine-tuning as well as support to finalization of the narrative. Focus should be placed on the costing/needed budgetary framework for implementation of the Strategy, including a CPRD compliant budgeting, to provide a clear insight into the needed funding and enable effective advocacy for increase and better use of public investment in education and coordinated and well-planned resource mobilization with international organizations and IFIs.

- Based on the costs envisaged by the Strategy, support the MoESI in preparing the education budget for the Medium-Term Budgetary Framework (MTEF), as well as the draft of the 2025 and/or 2026 Education Budget
- Support the working group to create a two-year costed Action Plan, with specific activities, results, deliverables, and timeframes, with the special focus on developing a quality and feasible budget with clearly defined funding lines and resources.
- Prepare a slide deck about the costed Strategy and the budgeted Action Plan to support the chair of the working group to present the draft document to the Project Steering Committee, as well as at a dedicated event aimed at ensuring quality involvement and feedback from key actors and stakeholders, primarily education professionals, teachers, and parents.
- Support the working group in incorporating additional feedback (including from the Government Secretariat reviewing policy documents) and share with the Project Steering Committee and the Ministry of Education, Science, and Innovation for the final adoption procedure.
- Conduct the functional analysis of the MoESI against the vision of the reformed system and required functions and assess appropriateness of organizational arrangements and capacities to implement the actions/functions proposed by the new Strategy.
- Conduct a needs assessment on the gaps in capacities of relevant institutions to do quality education planning, budgeting, implementation, monitoring and evaluation.
- Develop a capacity building program for the working group and representatives of central educational institutions on education planning, budgeting, implementation, and monitoring and evaluation; deliver the training program in line with the timeline agreed with the Ministry of Education, Science, and Innovation and in parallel with the process of development of the Strategy.
- Provide capacity building for the representatives of the MoESI and other central educational institutions based on the findings of the functional analysis.
- Participate in discussions, review inputs, and make suggestions for improvement throughout the process.
- Provide a brief consultancy report with further recommendations.

The working group will be convening through a series of meetings and/or in a multi-day workshop, which will be agreed on between the working group, the Ministry of Education, Science and Innovation, and UNICEF. Inputs will also be collected from workgroup members through formal communication.

Consultancy Agency should propose a breakdown of working days in their Technical Proposal with a clear justification. Also, the Consultancy Agency should submit a work plan with deliverables (including methodological approach to their implementation), timelines, and division of responsibilities.

Deliverables should be prepared in English and Montenegrin language.

Some desk review documents are not available in English and the national team member is expected to provide (essential) translation to the international member as and when required.

The Consultancy Agency is expected to use their online subscription platform for participation of the international team members in meetings, interviews etc.

#### 4. Deliverables, timelines, and payment schedule

| Deliverables                                                                                                                                                                                                       | Timeline                                                                                                                   | Schedule of Payment |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------|
| Desk review<br>Inception phase desk review and meeting(s) with key stakeholders to agree on a brief plan for the assignment. The brief plan should broadly identify key activities and methodology.                | By mid of 20 <sup>th</sup> of July 2024                                                                                    | 30%                 |
| Provide support to development/review the first draft of the budgeted strategy.                                                                                                                                    | By 15 <sup>th</sup> of August 2024                                                                                         |                     |
| Review of the second draft of the strategy and estimate costing (a third draft may be required later if inputs received after the second draft are substantial), as well as of the two-year, budgeted, Action Plan | By 30 <sup>th</sup> of September 2024                                                                                      | 35%                 |
| Support to developing of the 2025 Education Budget and the MTEF 2025 – 2027, including proposed sustainable financing framework.                                                                                   | By 10 <sup>th</sup> of October 2024                                                                                        |                     |
| Development of the methodology for the functional analysis of the MoESI, and capacity needs assessment; Draft functional analysis and capacity needs assessment reports                                            | By 20 <sup>th</sup> of October                                                                                             | 35%                 |
| Functional Analysis recommendations validation and finalization                                                                                                                                                    | By 20 <sup>th</sup> of November                                                                                            |                     |
| Delivery of the capacity building program in hybrid format, approximately three sessions.                                                                                                                          | Session 1 by 5 <sup>th</sup> of February 2025,<br>Session 2 by 20 March 2025,<br>Session 3 by 15 <sup>th</sup> of May 2025 |                     |

#### 5. Travel

- The international team members of the Consultancy Agency will be required to attend working group meetings/provide capacity building at least twice and maximum four times within the duration of the consultancy.
- Breakdown of travel costs should be separately included in the financial offer. Travel is to be confirmed by UNICEF. • Important: Travel costs will be calculated based on economy class travel, regardless of the length of travel. Costs for accommodation, meals and incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, as promulgated by the International Civil Service Commission (ICSC).
- The national team member may be expected to travel within the country for meetings of the working group and for participation in events organized to collect feedback from actors and stakeholders.

## 6. Management and Organisation

- Management: The consultancy will be supervised by UNICEF Montenegro Education Officer. The Consultancy Agency should communicate with the Education Officer regularly and share all deliverables as they become available for review and potential feedback.
- Organization: International Institutional Consultancy is required, meeting the criteria described below.
- Schedule: This assignment will commence no later than June 25, 2024.

## 7. Qualification Requirements

The Consultancy Agency team should consist at minimum of three international experts and a national team member. The following are the minimum requirements:

Consultancy agency should have a clear focus on education sector planning:

- Research or academic institution with proven experience and involvement in developing strategy and policy documents for the education sector (examples of specific strategic documents and/or policies developed should be provided). Experience in relevant assignments in European countries will be considered an asset.
- Experience in working on education, human/child rights or social sector analysis projects
- Proven ability to secure a team of consultants working across specific education sector areas: access, quality, equity, teacher management, digitalization, governance, and financing (information on past projects involving multidisciplinary teams to be provided)
- Demonstrated experience of work with Governmental institutions in the education sector is required;
- Previous work with UNICEF or other UN agencies is an asset.

International team member 1:

- Advanced university degree in Education, Social Sciences or another related technical field;
- Minimum 15 years of professional work experience in education in at least 3 countries, with a focus on strategic planning, integrated and multi-sectoral approaches, programming, budgeting, monitoring and evaluation;
- In-depth knowledge of international and EU policies, recommendations, and benchmarks in education, and best European/EU practices;
- Knowledge of the education system in Montenegro is an asset;
- ;
- Excellent interpersonal and communication skills, experience in working with governments;
- Excellent analytical skills;
- Excellent facilitation, presentation, and writing skills;
- Ability to work under tight deadlines;
- Excellent command of spoken and written English.

International team member 2:

- Advanced university degree in Economics, Finance, Education, Public Policy, Social Sciences, or another related field;
- At least ten years' experience in Education Finance and supporting governments and institutions in similar undertakings related to sector financing, budget planning, public finance management.
- Strong analytical, writing, and presentation skills
- Experience in working in the European/EU context will be considered an asset

- Experience in working with UNICEF or other UN Agencies will be an asset;
- Knowledge of the education system in Montenegro is an asset;
- Excellent interpersonal and communication skills;
- Excellent facilitation skills;
- Excellent command of spoken and written English.

International team member 3:

- Advanced university degree in Public Administration, Public Policy, Economics, Political Sciences, Education or another related field;
- At least ten years' experience in public administration reform and supporting governments and institutions in undertakings related to functional review and subsequent reforms;
- Experience in education administration planning will be considered an asset;
- Experience in working in similar reforms in European countries;
- Experience in working with UNICEF or other UN agencies in related areas will be considered an asset;
- Excellent analytical, writing, and presentation skills;
- Excellent interpersonal, communication, and facilitation skills;
- Excellent command of written and spoken English.

National team member:

- Advanced university degree in Education, Social Sciences or other a related technical field;
- Excellent knowledge of the Montenegro education system, from the aspects of its quality, equity, inclusiveness, and teacher management
- Excellent knowledge of education related strategic frameworks, legislation, and regulations;
- Minimum 15 years of professional work experience in education;
- Proven experience in working with the Government of Montenegro in areas related to strategic planning, and development/monitoring of policies and action plans;
- Knowledge of result-based monitoring;
- Good knowledge of the Decree on the Methodology and Procedure for Strategy Paper Development, Alignment and Monitoring;
- Excellent interpersonal skills, experience in working with governments;
- Excellent communication, presentation, and facilitation skills;
- Excellent knowledge of both English and Montenegrin.

## 8. Application procedure

i. **Technical Proposal including:**

- a) Portfolio of the organisation/institution/agency with examples of previous work on similar projects and clients in the last 5 years
- b) Title/designation of each team member including their CVs;
- c) Detailed description of the methodology and technical approach;
- d) Tentative work plan with the number of days and timeframe in line with the above deadlines for deliverables;
- e) LRPS Form signed.

**ii. Financial Proposal (Budget) including:**

- a) daily fee rate for each team member per deliverable as well as the total cost per professionals based on the number of working days included in the Technical Proposal.
- b) Estimated travel costs both international and in country travel. Daily subsistence allowance (DSA) will, where applicable, be paid up to a maximum of the official UN rate. (Reimbursement of travel costs / accommodation expenses will be based on actual expenses).
- c) Other costs if applicable.

The financial proposal shall indicate the budget estimated in EUR.

## 8. Evaluation

1) Technical components (total of 70 points)

| ITEM     | TECHNICAL EVALUATION CRITERIA                                                                                                                                                            | MAX OBTAINABLE POINTS |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>1</b> | <b>Overall Response</b> - the understanding of the assignment by the proposer and the alignment of the proposal submitted with the ToR                                                   |                       |
| 1.1      | • Completeness of response                                                                                                                                                               | 5                     |
| 1.2      | • Overall concord between TOR/needs and proposal                                                                                                                                         | 5                     |
| <b>2</b> | <b>Company and Key Personnel</b>                                                                                                                                                         |                       |
| 2.1      | • Range and depth of organizational experience with similar projects                                                                                                                     | 8                     |
| 2.2      | • Samples of previous work and client references                                                                                                                                         | 5                     |
| 2.3      | • Number of customers, size of projects, number of staff per project                                                                                                                     | 5                     |
| 2.4      | • Key personnel: relevant experience and qualifications of the proposed team for the assignment                                                                                          | 10                    |
| <b>3</b> | <b>Company policies</b>                                                                                                                                                                  |                       |
| 3.1      | • Company policy on Child labor, Safeguarding and Prevention of Sexual Exploitation and Abuse (articulate policies for the protection & safeguarding of children and prevention of PSEA) | 3                     |
| 3.2      | • Gender component: At least 1 female in the management structure or ownership of the company                                                                                            | 2                     |
| 3.3      | • Workplace policies on disabilities                                                                                                                                                     | 2                     |

|                              |                                                                                                                                                                                                                                |           |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>4</b>                     | <b>Proposed Methodology and Approach</b>                                                                                                                                                                                       |           |
| <b>4.1</b>                   | <ul style="list-style-type: none"> <li>Work plan showing with elaborated methodology and approach, project implementation plan, division of responsibilities/workload/days, and timelines, in line with the project</li> </ul> | 15        |
| <b>4.2</b>                   | <ul style="list-style-type: none"> <li>Project management, monitoring and quality assurance process</li> </ul>                                                                                                                 | 10        |
| <b>TOTAL TECHNICAL SCORE</b> |                                                                                                                                                                                                                                | <b>70</b> |

**Minimum technical score: 70% of 70 points = 49 points or**

2) Financial component (total of 30%points)<sup>10</sup>

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- Technical proposal evaluation. Proposals passing the minimum technical pass score (49 points-70% of the maximum points obtainable for technical proposal) will continue into the Financial proposal evaluation.
- Financial proposal evaluation. The lowest price proposal will be awarded the full score assigned to the commercial proposal.
- Recommendation. The recommendation for award of contract will be based on best combination of technical and financial score.
- Final award and contracts. Based on verified nominations and final scores, contract negotiations could be initiated with one or more successful Proposers.
- The UNICEF evaluation team will select the Proposal which is of high quality, clear and meets the stated requirements and offers the best combination of technical and financial score.

<sup>10</sup> Financial offer will be reviewed only if technical proposal meets minimum required quality standards.