UNICEF in Serbia is seeking a qualified professional for the following assignment:

**Curriculum Implementation and Monitoring Consultant**

Ref. Number: VN 68 – 527234

Learning outcomes of children in Serbia are repeatedly shown to be of sub-standard level, with a substantial proportion of children not being on track to learn even the most basic skills, thus amounting evidences of ongoing learning crisis and chronic incapacity of the education system to put the learner at the centre and make learning the primary goal of education.

Different indicators point out that quality of education in Serbia needs improvement to overcome a learning crisis it is evidently facing. Based on PISA results (2012, latest survey) 1/3 of Serbian 15-years old are functionally illiterate, putting Serbian children at a significant disadvantage. Results from TIMSS 2015 show that fourth-graders from Serbia perform above the scale average. Nevertheless, these results also indicate that, among well performing countries, Serbia has the biggest percentage of students not reaching even the low international benchmark of mathematics achievement (9%) and science achievement (7%). Both PISA and TIMSS results indicate that a substantial proportion of children is not on track to learn the most basic skills in childhood.

As a response to this, educational authorities have recently initiated changes in the paradigm of teaching and learning at Serbian schools. The new paradigm implies a greater orientation of teaching and learning towards achieving expected learning outcomes and developing competencies (key and cross-curricular ones). This orientation is clearly highlighted in the Law on Foundations of Education System (2017), and further detailed in the National Education Framework (2017). Overall, such orientation has shaped new curricula adopted for the first, second, fifth and sixth grade of the primary school and the first and second grade in gymnasiums, with a plan to round up the curricular reform in all 12 years of general education in the four years. In the secondary vocational education, for many years, such trend has resulted in the development of a number of profiles and curricula that are consistent with the qualification standards.

Professional development of teachers (and other school professionals) is seen as the main instrument for the implementation of the reformed curricula. For that purpose, the Institute for Improvement of Education has developed the Programme for training of teachers to implement teaching oriented towards learning outcomes, which is given the status of ‘programme of public interest’ and as such is free of charge for the trainees. The training programme lasts for 3 days with 16 hours of face-to-face training and 8 hours of online training. During 2018, this program was attended by around 18,500 teachers, professional associates and school principals, with a plan that by 2020, 75% of them are trained to implement new curricula, and by 2025 that should be all inclusive.

Evaluation and monitoring of the Sector reform contract for Education Reform in Serbia between Republic of Serbia and EU under which this massive teacher training endeavour is taking place has underlined the importance of several issues:

- Securing professional support should have a prominent role in the implementation of curricular reform at the school level, including strengthening the advisory role of educational advisors from Ministry of Education, Science and Technological Development (MoESTD) regional administration offices. Furthermore, a pool of quality teachers (external advisors) that has recently been established should be deployed to assist and support schools.
- A key element of good support to schools should entail systemic provision of opportunities for horizontal learning between school staff. This might entail supporting the creation of local/regional support networks, mobile teams, organization of consultative meetings (e.g. round tables), school networks (including mutual study visits). These activities would also serve as a platform to identify examples of good practice that could later on be promoted and disseminated throughout the system.
A plan for monitoring and evaluation of curricular reform should be designed as soon as possible. The implementation of the reform has started, already producing data that need to feed analytical work to pave the way for the creation of evidence-based education policy in Serbia.

Provision of various materials and resources for the curriculum implementation would be welcomed by education professionals. Publishing it on the learning platform for teachers run by the Institute for Improvement of Education (IIE) would make the material easily accessible to all interested parties.

IIE and UNICEF are carrying out a joint project - Further development of the Learning Platform for Educators – LEAP into 21st century teaching. One of the specific objectives of the project pertains to developing a monitoring mechanism – establishing monitoring and mentoring group and procedures (monitoring matrix, checking lists, protocols, reporting forms, etc.), which will be coordinated by IIE, with mandate to monitor and mentor the implementation of newly developed curricula in primary and secondary education.

### Work Assignment Overview:

Under the general guidance and direction of MoESTD, IIE, Institute for Education Quality and Evaluation (IEQE) and UNICEF, the consultant will assist the development of support mechanisms for implementing new curriculum in primary and secondary education (i.e. mentoring and peer learning) and the development of the overall approach and specific methods for monitoring curriculum implementation in schools in Serbia.

**Duration of the assignment:** up to 25 working days (October – December 2019)

### Detailed task description:

#### Task 1. Development of the framework for supporting curriculum implementation through monitoring, mentoring and peer learning.

**Activities:**
- Desk review of effective approaches for supporting implementation of competence-based curriculum,
- Analysis of ongoing implementation of new curricula in schools in Serbia based on available data,
- Providing initial framework concept and supporting IIE throughout the development of the final framework for supporting curriculum implementation through monitoring, mentoring and peer learning,
- Developing, selecting/adjusting and testing of tools for monitoring, mentoring and peer learning (including self-assessment and self-reflective tools for schools and teachers).

**Deliverables:**
- Framework proposal for supporting curriculum implementation (including results of desk review and situation analysis),
- Set of tools for monitoring and mentoring curriculum implementation and peer learning.

**Timeframe:**
- 15 days, until end of November 2019 (12 days home based and 3 days in-country work)

#### Task 2. Development of the capacity building program for monitoring personnel and mentors / peer learning coordinators for the competence-based curriculum.

**Activities:**
- Developing a capacity building programme with training materials for monitoring personnel, mentors / peer learning coordinators (blended approach) in cooperation with IIE,
- Participating in the realization of the training.

**Deliverables:**
- Capacity building programme and training materials,
- Training report with the pre/post-tests included.

**Timeframe:**
- 10 days, until end of December 2019 (7 days home based and 3 days in-country work)
Knowledge/Expertise/Skills required:

- PhD degree in Education, Psychology, Pedagogy or other fields of Social Studies and Humanities;
- At least 10 years of demonstrable experience in research, analysis, monitoring and evaluation in education;
- Specialisation in curriculum development and/or curriculum implementation;
- Record of research experience and/or written publications covering multi-country perspectives;
- Experience in developing and conducting capacity building programmes;
- Strong analytical and conceptual thinking;
- Excellent written English language skills;
- Work experience with UNICEF and/or other international organizations will be considered as an advantage.

How to apply:

Qualified candidates are requested to submit their application through: [https://www.unicef.org/about/employ/?job=527234](https://www.unicef.org/about/employ/?job=527234)

The application must include a **financial proposal** in USD as a separate document, providing the following information:

a) Daily consultancy fee,  
   b) Transportation cost of two travels to Belgrade, Serbia,  
   c) Daily travel allowance for 2 x 3 working days in Belgrade (all costs of staying in Belgrade included).

The closing date for applications is **3rd November 2019**.

*Important note: Incomplete applications will not be taken into consideration.*

Only short-listed candidates will be contacted.

UNICEF is committed to diversity and inclusion within its workforce, and encourages qualified female and male candidates from all national, religious and ethnic backgrounds, including persons living with disabilities to apply.