**PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

**TERMS OF REFERENCE  
for  
DATA COLLECTION AND ANALYSIS OF THE PRIMARY TEACHERS’ PERSPECTIVE ON THE QUALITY OF THE EDUCATION SYSTEM**

1. Background of the Project

The World Bank has been a partner of choice of the Republic of North Macedonia for over twenty-five years**.** The Primary Education Improvement Project (PEIP) is aligned with the World Bank Group Country Partnership Framework (CPF) 2019 – 2023 in North Macedonia which aims to support the country’s ability to achieve faster, inclusive, and sustainable growth and provide its citizens with greater opportunities for a better life. The CPF is organized around three focus areas that will help North Macedonia (i) improve the environment for a dynamic private sector to enhance export-led growth; (ii) strengthen human capital for inclusive development; (iii) and build sustainability. Specifically, the project will contribute to Focus Area II – Inclusive Growth: Expand Skills and Opportunities for the Most Vulnerable, and CPF Objective 2 –Improve the Quality and Relevance of Education.

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia. The project is organized around three main elements that need to be aligned in order to be complementary to each other. Component 1 focuses on school-level interventions, which are closest to students and most likely to impact learning while also mitigating and recovering learning losses generated by COVID-19. Component 2 aims to develop a comprehensive national assessment program to inform both school improvement planning and professional development programs, serving to link the school and system levels. Component 3 is expected to put into practice professional competences for educators. Component 4 would strengthen sector management, project management and monitoring and evaluation.

The Ministry of Education and Science (MOES) is the main implementing agency of the Project in close cooperation with the National Examination Center (NEC), Bureau for Development of Education (BDE) and State Educational Inspectorate (SEI).

1. Specific information/background regarding the assignment

According to the World Bank’s 2020 Human Capital Index North Macedonia’s Index is lower than the average for its region and income group. Poor educational outcomes largely explain this loss of lifetime productivity. Children in North Macedonia can expect to complete 11 years of pre-primary, primary and secondary school by age 18. However, when years of schooling are adjusted for quality of learning, the result is equivalent to 7.3 years of education, equivalent to a learning gap of 3.7 years. As noted in the North Macedonia Systematic Country Diagnostic, gaps in human capital start early and expand over time. The education system fails to provide students with the skills they need to successfully complete each stage and move confidently to the next. These challenges persist from preschool education to graduate university degrees, including non-formal education. With the workforce shrinking and labor productivity low, the country’s future growth will increasingly rely on the formation of human capital.

1. Objective of the assignment

The assessment of the quality of primary education in North Macedonia from the teachers’ perspective aims to gather data on the quality of primary education related to the professional development of the teachers, and their satisfaction with the ongoing professional development and ongoing reforms of the primary education sector, as well as the strengths and the weaknesses related to their professional development as main contributors to the increased efforts for higher quality of the primary education in North Macedonia. The data collected from the teachers will support evidence-based decision-making within the Ministry of Education and Science, enabling better professional support to the teachers in primary education in accordance with their perspectives for improvement of the quality of their professional development and achievements.

1. Scope of work/Essential duties

The scope of work includes a survey for collecting quality data on the teachers’ professional development perspective that will further inform the Ministry of Education and Science (MOES) on the necessary steps and actions that will improve and develop better conditions that would increase the quality of the primary education in North Macedonia.

The survey should be implemented through in-depth interviews, targeting teachers in the primary schools in North Macedonia. The study will adopt a census-like approach, targeting all teachers in primary education in attempt to maximize the response rate, with a targeted minimum response rate of 20% (approximate number of teachers in 2023/2024 school year is 18.800).

The assessment will primarily aim at discussing and answering the following research questions:

1. What are the teachers’ perspectives on their current professional development in North Macedonia?
2. What are the strengths and weaknesses of their current professional development and how those weaknesses could be overcome?
3. What is the teachers’ perspective on their professional development implemented in the past, having in mind the reforms in primary education during the last 8 years?
4. How are they supported by the Ministry of Education and Science (MOES) for their professional job development or acknowledgment of their professional opinion on the current reform in primary education?
5. What is their enthusiasm to enhance or modify their current assignments and scope of work within their professional field in accordance with the current and future requirements of the educational process?
6. What is the teachers’ opinion on the reasons for the poor educational outcomes in North Macedonia?
7. What type of reforms should be implemented that will increase the quality in primary education and quality in professional development of teachers?

The Consultant will be responsible for:

**Survey Design and Preparation:**

* Develop a standardized core questionnaire (in Macedonian language) in close collaboration with the Ministry of Education and Science (MOES) for a survey. The questionnaire should take no longer than 15 minutes for administration.
* Translate the questionnaire into Albanian language to ensure linguistic and cultural accuracy. The final questionnaire must be approved by MOES before piloting and data collection.

**Database Management:**

* Develop a secure, organized database to manage information on the quality of primary education from teachers’ perspective in primary schools, including fields for teachers’ professional developments current strengths and weaknesses, as well as strengths and weaknesses of the past 8 years of professional teachers’ development, increased or decreased numbers of teachers’ in primary schools, changes of teachers’ professional development within their native filed of work, and demographic information on the teachers.
* Coordinate with primary education institutions to validate and update teachers’ and pupils’ information, ensuring data accuracy and completeness.

**Sample Selection for Interviews:**

* Prepare the complete teachers’ database for the survey. The survey should be conducted with a census-like approach.
* Confirm the database of teachers’ contacts with MOES.

**Pilot Testing and Refinement:**

* Conduct a pilot test with a small sample of teachers to assess clarity, relevance, and timing, ensuring the survey’s suitability. Adjust the survey based on pilot feedback to maximize response rates and data quality.
* Document the pilot process, including participant feedback, and present results and recommended adjustments to MOES for final approval.

**Enumerator Training and Preparation:**

* Recruit and train enumerators and supervisors for the survey.
* Provide clear guidance on technical aspects, such as handling challenges during interviews, ensuring enumerators are well-prepared to encourage complete and accurate responses.

**Survey Software and Administration:**

* Use a reliable online survey platform to administer the interviews, response tracking, and secure data capture.
* Ensure the platform supports real-time response monitoring and is configured to allow safe data storage and retrieval.

**Data Quality Assurance and Entry:**

* Implement quality control measures throughout data collection, including random checks of survey responses to verify accuracy and completeness.
* Ensure accurate entry of survey data into the survey platform or compatible software.
* Conduct plausibility checks on collected data, clean the data set, and code open-ended responses as part of data preparation.

**Data Management and Delivery:**

* Organize and deliver raw and cleaned data files in SPSS or STATA formats, ensuring consistency and proper documentation for further analysis. Files should include variable labels, value labels, and a comprehensive codebook.
* Provide all necessary files for data processing, including coding of open-ended responses, error correction, and any data quality control scripts used during processing.

**Analysis and Recommendations:**

* Provide recommendations and conclusions based on gathered data which can be used by the MOES for further policy development

1. Reporting obligations

The Consultant shall deliver the following outputs:

### 1. Inception report covering the sections listed below:

* 1. Questionnaire Development and Approval;
  2. Translation to Albanian;
  3. Database Setup and Validation;
  4. Contacts confirmation;
  5. Enumerator Recruitment & Training;
  6. Pilot Test

**2**. **Report on the data collection phase, the survey data and data documentation, including the sections listed below**:

* 1. Data Collection;
  2. Survey (Sample);
  3. Data Cleaning and Quality Control;
  4. Data Quality Assurance and Coding

*The report should include methodology; response rates, challenges encountered, and key findings (summary tables and analysis of findings). Include breakdowns of responses by demographic and program variables. Include an analysis of representativeness, comparing respondents to the teachers’ population by key characteristics to assess any response biases. Incorporate feedback from MOES before submitting a final version.*

### 3. Final Report, including the sections listed below:

* 1. Submit a final data codebook and SPSS files for MOES’s reference, along with all data and analysis files as specified in the reporting section.
  2. Conclusions and Recommendations

All reports shall be prepared in Macedonian language and must be sent for approval to the Client’s coordinator designated in the contract.

1. Qualification requirements

The Consultant shall possess the following relevant qualifications and present documents confirming the qualifications:

1. The Consultant should be a company or NGO with sufficient number of employees and/or members for conducting data collection throughout the territory of the Republic of North Macedonia during a short contract implementation period.
2. The company should demonstrate capacity in the planning and logistics for organizing surveys of similar scale. The company should also demonstrate the availability of a network of personnel for data collection in Macedonian and Albanian language and data entry personnel.
3. The Consultant should have at least five years of experience in preparing public opinion surveys with 1000 or more respondents in the Republic of North Macedonia. Work experience on projects financed by the World Bank or other international organizations would be considered as an advantage. Similar projects conducted in the area of education will also be considered as advantage.
4. The consultant should propose a team leader with at least five years’ research experience and knowledge of the research methods and survey methodology.
5. The Consultant should have at least one team member as statistical specialist with excellent knowledge of SPSS, STATA, or other statistic software and experience in coding, entering and processing of the data and one team member as education specialist with experience in education related research and data analysis.
6. Contract arrangements

The expected duration of this contract is 6 months. The expected start of services is March 2025. The contract will be lump sum. Payment shall be based on deliverables, acceptable by the Client.