

## **Terms of Reference**

**for**

### **Feasibility Study for Transitioning to a Single-shift Operation of Primary Schools in North Macedonia**

#### **I. Background of the Project**

The Ministry of Education and Science of the Republic of North Macedonia (MoES) implements the Primary Education Improvement Project (PEIP) and main objective is to improve conditions for learning in primary education. The project is implemented in urban, peri-urban and rural locations across the country. North Macedonia has recently undertaken important reforms of the preschool education and care system. To capitalize further on this important investment, the overall project supports the Government of the Republic of North Macedonia's (MoES) to invest more, and more effectively, in the quality of teaching and learning in primary education. The PEIP project is organized around three main elements that need to be aligned in order to be complementary to each other. Two are system-level reforms regarding the development of a comprehensive national assessment program and enhancing competences of teachers, multi professional support teams and school leaders that would create the necessary enabling conditions, so the school teams are empowered with data on learning and up-to-date training. The third focuses on school-level interventions. Additionally, the PEIP project would strengthen sector management, project management and monitoring & evaluation.

#### **II. Specific information/background regarding the assignment**

The Ministry of Education and Science (MoES) of the Republic of North Macedonia is committed to improving the quality of primary education by transitioning schools from a double-shift to a single-shift operation system. This initiative aims to extend instructional hours, enhance educational outcomes, and create a more conducive learning environment. The transition also aligns with national goals for energy efficiency and environmental sustainability, as transition to a single-shift is expected to decrease energy consumption and other operational costs. OECD analysis (2016) highlights that students in the Republic of North Macedonia under the age of 14 receive approximately 900 fewer instructional hours compared to their peers in OECD countries. This limited instructional time hinders the depth and breadth of learning and restricts participation in extracurricular and non-academic activities. According to the World Bank, one factor preventing an increase in teaching duration is the large number of schools operating in two shifts. The government is striving to enhance the quality of education, with one of the Ministry of Education and Science's (MoES) top priorities being the implementation of single-shift schooling.

#### **III. Objectives of the assignment**

The objective of the assignment is to prepare a feasibility study for adaptation and/or upgrades of 103 primary education schools for the purpose of transitioning from two-shift to one-shift operation of the schools. The Consultant is expected to conduct a comprehensive assessment that evaluates the practicality, cost-effectiveness, and potential challenges of upgrading the existing infrastructure of primary schools, identify the infrastructural and operational requirements for transitioning to a single-shift system, considering energy efficiency and environmental impact as well as educational and social benefits. The analysis is expected to give more accurate information on the needs, readiness for change among the

teachers and parents, the conditions of schools and needs for infrastructure interventions, possibility for energy efficiency interventions etc.

According to data from the Primary Schools Department within the MoES, out of 345 primary schools, only 123 operate in a single-shift system, while the remaining primary schools function in two shifts. The aim of this assignment is to hire a company to analyze around 103 (+/-10%) schools that have indicated the need for additional 1 to 10 classrooms to be able to organize their operation in a single shift. The preliminary list of the schools is presented as Annex 1 to this TOR.

#### **IV. Scope of Work**

The consultant's responsibilities will include but not be limited to:

- Perform an analysis, based on the available data provided by the MoES, in respect to the capacity and school buildings, facilities and infrastructure, staffing and the school necessities for transiting to the single shift system, as well as analysis on the demographic trends in the respective municipalities or regions in which the primary schools operates, examine the trends in population numbers and illustrate the impact that these population trends can have on the size of the student population and the corresponding provision of education services for the following 10 years
- Analysis of the school property document, municipal urban plans and other relevant documents to assess the possibility for school buildings upgrades
- Field inspection and assessment of the school buildings and facilities, taking into consideration all available space that can be adapted to new classrooms and other necessary facilities for the transition towards single-shift operation
- Identification of seismic stability and any structural deficiencies and requirements for additional classrooms or new buildings, taking into consideration energy-efficiency possibilities and measures. In case any structural deficiencies and/or issues with seismic stability are detected by the engineers, the Consultant must provide a separate opinion with recommendations that these schools undergo complete seismic stability assessment from a specialized company for conducting seismic stability assessment.
- Assessment of the feasibility of extending buildings versus constructing new facilities
- Assessment of the potential for reorganization of schools' operation including assessment of the staffing opportunities (in the main school location as well as its satellites) and challenges that need to be addressed in order to allow for additional instructional time (extended curriculum, i.e. full-day classes organized in a single shift) and extracurricular activities
- Conducting surveys and consultations with school administrators, teachers, parents, and students, to assess readiness for change
- Development of strategies for engaging stakeholders in the transition process,
- Preparation of Terms of Reference for hiring design companies for preparing detailed designs of proposed school buildings' interventions/upgrades, with estimated costs
- Provide rough estimations on the financial implications of proposed school buildings interventions
- Any other activities that would assess the feasibility of the shift towards single-shift operation of the school

The consultant will work closely with the MoES, primary schools' management and all relevant stakeholders in organization and completion of this assignment.

#### **V. Expected Deliverables:**

The Consultant shall organize three teams for collecting the information and preparing the deliverables.

The Deliverables are as following:

1. **Inception report** that includes analysis of school network and demographic trends- 10 days after contract signing (tentatively by September 10, 2024)
2. **Feasibility study with options and proposals for reorganization of school operation and physical upgrades in 20 primary schools (first set)**- 30 days after contract signing (tentatively by September 30, 2024)
3. **Feasibility study for with options and proposals for reorganization of school operation and physical upgrades in 40 primary schools (second set)**- 120 days after contract signing (tentatively by Dec 30, 2024)
4. **Feasibility study for with options and proposals for reorganization of school operation and physical upgrades in remaining primary schools (third set)**- 240 days after contract signing (tentatively by April 30, 2025)
5. **Terms of Reference for preparation of designs** for each school selected for upgrades that could be used for hiring a company to prepare architectural and engineering designs for extending school buildings and implementing energy-efficient technologies - in 15 days after the Client's selection of the schools
6. **Final report** with Stakeholder Engagement Plan that includes a strategy for engaging teachers, parents, students, and community stakeholders in the transition process and a communication plan for raising awareness about energy efficiency and environmental sustainability -270 days after contract signing (tentatively May 31, 2025)

All deliverables shall be prepared in English and Macedonian language and will be reviewed and approved by the Project Director.

## **VI. Qualifications and Experience**

For this assignment a team of experts with relevant experience and qualifications in their subject area as indicated further below shall be engaged. The Consultant is encouraged to organize more than one team to meet the tight deadlines for this assignment. The Consultant firm may associate with other Consultant firm (s) in the form of a joint venture or of a sub-consultancy to complement their respective areas of expertise, strengthen the technical responsiveness of their proposal, and avail themselves to a broader pool of experts. The qualification requirements of the Consultant firm are summarized as follows.

The Consultant shall be a firm or a group of firms with the following qualifications:

**General experience:** At least 10 years of experience in assessment, analysis or design of public buildings, preferably nationwide.

**Specific experience:** At least three (3) similar assignments completed over the past 10 years. Similar nature and scope of the assignments are those that have similar activities and objectives (e.g. assessment or analysis of educational infrastructure, preparation of designs for education sector buildings, feasibility studies for education infrastructure projects/assignments)

**Organizational capacity:** The Consultant shall have the necessary organizational capacity and available appropriate skills among key and support staff. The consulting team assembled to implement the project

should be composed of key experts with strong knowledge as per the below requirements and any other support staff as deemed necessary by the Consultant.

The credibility of the mentioned general experience shall be presented in a list of project references for provided consultancy - technical assistance within the past 10 (ten) years.

The credibility of mentioned specific experience shall be presented in a list of at least three (3) similar contract references within last ten (10) years with description of services provided (including information on contract value, contracting entity/client, project location/country, duration, assignment budget, percentage carried out by consultant in case of association of firms or subcontracting and main activities).

The key team of experts shall be able to respond to the following requirements and mandatory area of expertise:

	<b>Key staff</b>	<b>Minimum qualification requirements</b>
<b>1.</b>	<b>Civil Engineer</b>	<ul style="list-style-type: none"> <li>○ University degree in Civil/Construction Engineering and Authorization B for design or implementation in civil engineering, familiar with DIN standards</li> <li>○ Minimum 5 years of professional experience in developing of designs or in construction/upgrades/renovation of buildings</li> <li>○ Experience on at least 1 (one) project of similar nature to this project</li> </ul>
<b>2.</b>	<b>Architect</b>	<ul style="list-style-type: none"> <li>○ University degree in Architecture and Authorization B for design or implementation in architectural engineering, familiar with DIN standards</li> <li>○ Minimum 5 years of professional experience in developing of designs or in construction/upgrades/renovation of buildings</li> <li>○ Experience on at least 1 (one) project of similar nature to this project</li> </ul>
<b>3.</b>	<b>Mechanical engineer</b>	<ul style="list-style-type: none"> <li>○ University degree in Mechanical Engineering and Authorization B for design or implementation in mechanical engineering, familiar with DIN standards;</li> <li>○ Minimum 5 years of professional experience in developing of designs or in construction/upgrades/renovation of buildings</li> <li>○ Experience on at least 1 (one) project of similar nature to this project</li> </ul>
<b>4.</b>	<b>Electrical engineer</b>	<ul style="list-style-type: none"> <li>○ University degree in Electrical Engineering and Authorization B for design or implementation in electrical engineering, familiar with DIN standards.</li> <li>○ Minimum 5 years of professional experience in developing of designs or in construction/upgrades/renovation of buildings</li> <li>○ Experience on at least 1 (one) project of similar nature to this project</li> </ul>
<b>5.</b>	<b>Economist/ statistical analyst</b>	<ul style="list-style-type: none"> <li>○ University degree and at least 5 years of experience in provision of consulting services that involve collection, analysis and interpretation of statistical data</li> </ul>

		<ul style="list-style-type: none"> <li>○ At least 3 completed projects for data collection and analysis as well as economic analysis for policy changes in the social protection area overall</li> </ul>
<b>6.</b>	<b>Education management specialist</b>	<ul style="list-style-type: none"> <li>○ University degree and at least 5 years of experience in the education sector</li> <li>○ Experience in school organization and management</li> </ul>

## **VII. Procurement and Contract arrangements**

The expected duration of this contract is 9 months. Expected start of services is September 2024. The Consultant is expected to work and travel throughout North Macedonia during assessment of the school buildings. The contract will be lump sum. Payment shall be based on deliverables, acceptable by the Client.

## **VIII. Intellectual property**

The Ministry of Education and Science shall, solely and exclusively, own all rights in and to any work created in connection with this assignment/contract, including all data, documents, information, copyrights, patents, trademarks, trade secrets, or other proprietary rights in and to the work. The consultant is not allowed to post or publish (electronically or in print) any project-related information without the explicit permission of the Ministry of Education and Science.

<b>Annex 1</b>	<b>Preliminary list of schools</b>
1.	OOU „Liria“ Chair
2.	OOU „Josip Broz Tito“, Valandovo
3.	OOU „Goce Delchev“, Ilinden
4.	OOU „Shemshevo“ s.Shemshevo, Jegunovce
5.	OOU „Asdreni“ s.Glogji, Tearce
6.	OOU „Mustafa Kemal Atatürk“, Plasnica
7.	OOU „Blazhe Koneski“, Aerodrom
8.	OOU „Mihalj Grameno“ s.Brest, Chucher-Sandev
9.	OOU „Kocho Racin“, Prilep

10.	OOU „Rajko Zhinzifov“ Drachevo, Kisela Voda
11.	OOU „Marshal Tito“ s.Murtino, Strumica
12.	OOU „Vancho Nikoleski“ s.Leskoec, Ohrid
13.	OOU „Naum Ohridski“ s.Bulachani, Gazi Baba
14.	OOU „Dame Gruev“ s.Kukulish, Strumica
15.	OOU „Faik Konica“ s.Radusha, Saraj
16.	OOU „Petar Pop Arsov“ Karposh
17.	OOU „Dervish Cara“ s.Dolno Palchishte, Bogovinje
18.	OOU „Lirija“ Tetovo
19.	OOU „Goce Delchev“ Sveti Nikole
20.	OOU „Ekrem Chabej“ s.Slatino, Tearce
21.	OOU „Blazhe Koneski“, Veles
22.	OU „Sv.Kliment Ohridski“ Delchevo
23.	OOU „Jeronim Derada“ s.Cherkez, Kumanovo
24.	OOU „Lirija“ s.Buzalkovo, Veles
25.	OOU „Nevena Georgieva Dunja“ , Kisela Voda
26.	OOU „Kuzman Shapkarev“ naselba Drachevo, Kisela Voda
27.	OOU „Krstev Misirkov“, Gevgelija
28.	OOU „Manush Turnovski“, Novo Selo
29.	OOU „Bajram Shabani“ s.Kondovo, Saraj
30.	OOU „Goce Delchev“, Kavadarci
31.	OOU „Sali Lisi“ s.Dobridol, Vrapchishte
32.	OOU „Alija Avdovikj“ s.Batinci, Studenichani

33.	OOU „Ibrahim Temo“ s.Strimnica, Zhelino
34.	OOU „Atanas Nivachinski“ s.Nova Maala, vasilevo
35.	OOU „Bratstvo“ Taftalidzhe, Karposh
36.	OOU „Prparimi“ s.Chegrane, Gostivar
37.	OOU „Ismail Kjemali“ s.Nerashte, Tearce
38.	OOU „Edinstvo-Bashkimi, Gostivar
39.	OOU „Manchu Matak“ s.Krivogashtani, Krivogashtani
40.	OOU „Kocho Racin“, Petrovec
41.	OOU „Sv.Kiril i Metodij“ s.Kucevishte, Chucher-Sandev
42.	OOU „Anton Zako Chajupi“ s.Otlja, Lipkovo
43.	OOU „Dame Gruev“, Bitola
44.	OOU „Kocho Racin“, Ohrid
45.	OOU „Strasho Pindzhur“ s. Malo Konjari, Prilep
46.	OOU „Vlado Tasevski“, Karposh
47.	OOU „Zhivko Chingo“ s. Velgoshti, Ohrid
48.	OOU „RAMETULA AMETI“ s.Chiflik, Zhelino
49.	OOU „Kiril Pejchinovikj“, Kisela Voda
50.	OOU „Abdil Frasheri“ s.Bogovinje, Bogovinje
51.	OOU „Karposh“ s.Umin Dol, Kumanovo
52.	OOU „Panajot Ginovski“, Butel
53.	OOU „Forino“ s.Forino, Gostivar
54.	OOU „Aleksandar Makedonski“, Aerodrom
55.	OOU „Emin Duraku“ s.Bukovikj, Saraj

56.	OOU „Johan Hajnrih Pestaloci“, Centar
57.	OOU „Naum Naumovski Borche“ Madzhari, Gazi Baba
58.	OOU „Vlado Kantardzhiev“, Gevgelija
59.	OOU „Kiril i Metodij“ s.Stajkovci, Gazi Baba
60.	OOU „Njegosh“ s.Jurumleri, Gazi Baba
61.	OOU „Nuri Mazari“ s.Delogozhda, Struga
62.	OOU „Joakim Krchovski“ s.Volkovo, Gjorche Petrov
63.	OOU „Luigj Gurakukji“ s.Zhelino, Zhelino
64.	OU „Lirija“ s.Zhitoshe, Dolneni
65.	OOU „Geras Cunev“ s.Prosenikovo, Strumica
66.	OOU „Chajle“ s.Chajle, Gostivar
67.	OOU „Goce Delchev“ s.Podgorci, Struga
68.	OOU „Stiv Naumov“ Avtokomanda, Gazi Baba
69.	OOU „Riste Ristevski“ s.Dolno Kostovrasti, Debar
70.	OOU „11 Oktomvri“ s.Urvich, Bogovinje
71.	OU „Mirche Acev“ s.Lazhani, Dolneni
72.	OOU „Redzhep Voka“ s.Shipkovic, Tetovo
73.	OOU „Stojan Burchevski Buridan“ s.Ivankovci, Veles
74.	OOU „Kiril i Metodij“ s. Kanatlarci, Prilep
75.	OOU „Brakja Miladinovci“ s.Miladinovci, Ilinden
76.	OOU „Blazhe Koneski“ s.Skudrinje, Mavrovo-Rostushe
77.	OU „Hristijan Todorovski Karposh“ s.Rankovce, Rankovce
78.	OOU „Todor Angelevski“, Bitola



79.	OOU „Edinstvo“ s.Oktisi, Struga
80.	OU „Sande Shtrejoski“, Kichevo
81.	OOU „Krstev Petkov Misirkov“ s.Orizari, Kochani
82.	OOU „Nikola Karev“ Krushevo
83.	OU „Hristo Uzunov“ s.Drugovo , Kichevo
84.	OOU „Kosta Racin“ s.Brvenica , Brvenica
85.	OOU „Kruma Kepeski“, Kisela Voda
86.	OOU „D-r Trifun Panovski“ Bitola
87.	OOU „Brakja Ribar“ s.Tabanovce, Kumanovo
88.	OOU „Sv.Kiril i Metodij“, Bitola
89.	OOU „D-r Vladimir Polezhinoski“, Kichevo
90.	OOU „Sami Frasher“ s.Glumovo, Saraj
91.	OOU „Brakja Miladinovci“ Aerodrom
92.	OOU „Goce Delchev“ Prilep
93.	OOU „Tosho Velkov Pepeto“ Kavadarci
94.	OOU „Strasho Pindzhur“ Novoselski Pat, Gjorche Petrov
95.	OU „Kocho Racin“ Kratovo
96.	OOU „Kongresi i Manastirit“, Chair
97.	OOU „Aleksandar Zdravkovski“ s.Jegunovce, Jegunovce
98.	OU „Jonche Smugreski“ s.Obrshani, Krivogashtani
99.	OOU „Slavejko Arsov“, Shtip
100.	OOU „Liman Kaba“ s.Ljuboten, Butel
101.	OOU „Pashko Vasa“ Grupchin, Zhelino

102.	OOU „Naim Frasheri“ s.Negotino, Vrapshishte
103.	OOU „Drita“ s.Rashche , Saraj