



РЕПУБЛИКА СЕВЕРНА МАКЕДОНИЈА  
REPUBLIKA E MAQEDONISE SE VERIUT  
МИНИСТЕРСТВО ЗА ОБРАЗОВАНИЕ И НАУКА  
MINISTRIA E ARSIMIT DHE SHKENCES  
СКОПЈЕ-ШКУР

Бр. Нр. 28-0371/1

28-04-2021 20 год. viti

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**PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

**Ministry of Education and Science**

**Republic of North Macedonia**

**PROJECT OPERATIONAL MANUAL**

**October, 2020**

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## Abbreviations

BDE	Bureau for Development of Education
CQS	Consultant's Qualifications Based Selection
DA	Designated Account
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESS	Environmental and Social Standard
ESMP	Environmental and Social Management plan
EHSGs	Environmental Health and Safety Guidelines
FBS	Fixed Budget Based Selection
GAC	Grant Approval Committee
GOM	Grant Operational Manual
GPN	General Procurement Notice
GRM	Grievance and Redress Mechanism
HR	Human Recourses
IBRD	International Bank for Reconstruction and Development
ICT	Information and Communication Technology
IFRs	Reporting and monitoring System /Interim un-audit Financial Reports
INSET	In-service teacher professional development
IPF	Investment Project Financing
LCS	Least Cost Based Selection
MoES	Ministry of Education and Science
MOF	Ministry of Finance
MPST	Multi-Professional Support Teams
NAP	National Assessment Program
NBRNM	National Bank of Republic of North Macedonia
NEC	National Examination Centre
NGO	Non-governmental Organisation
OECD	Organisation for Economic Co-operation and Development
OHS	Occupational Health and Safety
PDO	Project Development Objective
PEIP	Primary Education Improvement Project
PMU	Project Management Unit
POM	Project Operational Manual
PPSD	Project Procurement Strategy for Development
PRESET	Pre-service training
QBS	Quality Based Selection
QCBS	Quality and Cost Based Selection
REoI	Request for Expression of Interest
RFB	Request for Bids
RFP	Request for Proposals
RFQ	Request for Quotations
RNM	Republic of North Macedonia

SEI	State Educational Inspectorate
SEP	Stakeholder Engagement Plan
SIP	School Improvement Plan
SPN	Specific procurement notice
STEP	Systemic Tracking of Exchanges in Procurement
TOR	Terms of Reference
USAID	United States Agency for International Development
WB	World Bank
WDR	World Development Report
WG	Working Group
ZELS	Association of the Units of Local Self-government

# **1. INTRODUCTION**

## **1.1. Purpose of operational manual**

This Project Operations Manual (POM) outlines operational guidelines and procedures to be followed in implementing the Primary Education Improvement Project (PEIP or “the Project”), including the processes of identifying, preparing, selecting, procuring, managing and monitoring the implementation of sub-projects, technical assistance, and all other related Project activities. The Manual will be used by staff of the MoES Project Management Unit (PEIP PMU). All supporting documents, forms, and templates required for the implementation of the components and management activities are included in annexes to this POM, and form an integral part of the Manual. The POM sets out the guidelines for:

- The financial management of allocated resources;
- The technical management, monitoring and evaluation of the components activities;
- The procurement and contracting of required goods, works and services;
- The environmental and social management.

## **1.2 Legal framework**

The guidelines and procedures laid out in the POM are part of the legal documents of the PEIP with the terms and conditions set out in the Project Appraisal Document of the World Bank (or the “Bank”), Loan Agreement between the Government of the Republic of North Macedonia and the World Bank for Primary Education Improvement Project. The guidelines and procedures are also in accordance with national laws.

# **2. PROJECT DESCRIPTION**

## **A. Project Development Objectives**

The Project Development Objective (PDO) is to improve conditions for learning in primary education.

## **B. Project Beneficiaries**

Direct beneficiaries of the project will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic, students from low income families, etc.). They are expected to benefit from improved learning and physical environment in their schools as well as from better-trained teachers. Primary education teachers, school principals, and multi-professional support teams will benefit from more efficient professional development and career advancement, teaching adds, and grant program to implement their school

improvement plans. The Ministry of Education's staff will benefit from the different opportunities for professional development through interaction with the international experts and study visits as well as via the strengthening of the institutional capacity with a focus on increasing its efficiency and accountability.

### **C. PDO-Level Results Indicators**

PDO Results Indicators are as follows:

1. Proportion of classrooms with improved learning environment at the primary level resulting from project interventions
2. Proportion of (implemented) School Improvement Plans that use performance data and monitoring tools for improving student learning
3. Proportion of classrooms with improved quality of teaching practices as measured by TEACH (in-class teacher observation tool)

### **D. Project Components**

The project will include four main components, as described below.

#### Component 1: Improving Learning at the School Level

The objective of this component is to improve conditions for learning at the school level through: i) the revision and use of school improvement plans focusing on improving student learning, supported by school grants to build on schools' preexisting level of decision-making autonomy; ii) the upgrading of the physical learning environment, supported through centrally procured investments and iii) the sharing of information to promote accountability.

Teaching and learning constitute the core work of the school, and school staff should strive to provide the best possible learning experience to their students. The project would finance activities aimed at improving the capacity of schools to conduct self-evaluation and develop a School Improvement Plan (SIP). The SIP will be a key instrument in identifying areas in which the school team (principal, teachers, support team, community) will work together to improve learning and promote learning recovery in the context of COVID-19. As such, the SIPs represent a key decision-making tool for schools to capitalize on their autonomy to make the right decisions to improve learning. This component would also finance minor refurbishments of existing facilities<sup>1</sup>. Among others, the project would finance minor civil works needed for the installation of school information and communication technology (ICT) and science laboratories, improvement of sanitary conditions, painting, wiring, refurbishment of floors, etc. No land acquisition or resettlement is anticipated. Investments in school infrastructure and equipment will be done for schools that have utilization rate above 65 percent. School utilization rate shall be determined based on the following formula:

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<sup>1</sup> There is a new operation in North Macedonia (P149990) that will help municipalities to enhance the energy efficiency of public buildings such as schools or hospitals. It was agreed with the government that this project will finance non-structural refurbishments focused on the quality of the learning environment while the energy efficiency project will finance "out-door infrastructure, insulation, heating systems, and so on."

**SCHOOL UTILIZATION RATE= NUMBER OF STUDENTS  
SERVED/ MAXIMUM ENROLMENT CAPACITY x 100**

Number of students served is the total number of students that attend the school at a given date in all shifts

Maximum enrolment capacity is the number of classrooms in use, multiplied by the maximum number of students allowed in a classroom<sup>2</sup>

In addition, the project will finance the procurement of equipment to support effective teaching and learning as well as activities envisioned in the SIP to improve learning.

Component 2. Reform of the Monitoring and Evaluation of National Progress in Learning

The objective of this component is to improve the student assessment system at the primary level through (i) the development of the National Assessment Program and (ii) dissemination and utilization of assessment data at school and central levels. The Ministry of Education and Science recognizes the importance of assessment-related data in evaluating the quality of education and in formulating policies.

The MoES is committed to evidence-based policymaking but recognizes that objectively verifiable evidence as to the current situation is limited. The MoES requires the proposed National Assessment Program (NAP) to provide an accurate snapshot of standards achieved by learners in the primary phase of education and to establish a reliable baseline against which future progress may be monitored.<sup>3</sup> The project will provide technical assistance to the MoES and NEC in establishing of the National Assessment Program aiming to provide reliable and objectively verifiable data on the standards of achievement of students in learning domains considered to be of special importance during primary education. This data will provide evidence for developing and advancing educational policies in the country in order to achieve modern world educational standards. This component would also support the NEC's participation in International Large-Scale Assessments.

Developing a NAP for primary grades will require developing age-appropriate sample-based assessments for, initially, grade 3 and grade 5.<sup>4</sup> These will focus on the key enabling skills of basic mathematics (numeracy) and language (i.e. mother tongue/language of instruction). The assessment frameworks and tests for the NAP for primary education that will be developed will be rooted in the curricula of the MoES and the levels of achievement used for reporting will reflect both the learning objectives contained within national curricula, associated standards, and so the reality of the situation in the nation's classrooms. This will be a sample-based assessment,<sup>5</sup> an approach used in all international studies, that allows sufficiently precise

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<sup>2</sup> In accordance with the Law on Primary Education the maximum number of students allowed in a classroom is 30.

<sup>3</sup> The State Examination Centre's expert working group has drafted a position paper outlining the issues, considerations and recommendations for this national assessment program: *National Assessment of Student Achievement in the Republic of North Macedonia: Issues, Considerations and Recommendations: A Position Paper drafted by the State Examination Centre's Expert Working Group for preparing the State Testing Concept* (Skopje, 2020).

<sup>4</sup> When National Assessments for these cohorts are well-established and when resources allow, a third target cohort will be added to complete the system, students nearing the end of Grade 9, and a third subject, science, might be added at all grade levels.

<sup>5</sup> Once it is embedded in the system, it may be possible to move towards the testing of all learners in Grades 3 and 5 (and possibly 9) for the purposes of tracking the progress of individual students. This should be a long-term goal.

measurement of student achievement whilst using minimum resources. Data obtained will be aggregated at the system level and the district level with an acceptable level of precision.<sup>6</sup>

### Component 3. Enhancing Teachers, Multi-Professional Support Teams, and School Leadership Competencies

The objective of this component is to improve competencies of school staff through (i) implementation of professional standards and (ii) modernization of in-service professional development programs.

The operationalization of the professional standards requires strengthening capacity in terms of human, technical, and financial resources in the Ministry and concerned agencies, such as the Bureau for Development of Education (BDE) and the State Education Inspectorate (SEI). In particular, this would also involve providing of technical assistance to support the Bureau for Development of Education (BDE) to operationalize the standards.

The new Project is in a strong position to build upon the ongoing reforms in In-service Teacher Professional Development (INSET) that have been started in North Macedonia, such as the competency-based teacher standards that have been developed, the new law on Teachers, the online platform for teachers, as well as the existing Teacher Actives. The modernizing of INSET requires not only strengthening the BDE's capacity in terms of human, technical, and financial resources, but also other related agencies as well, like the State Education Inspectorate (SEI) and concerned units with the Ministry.

### Component 4. Sector Management, Project Management and M&E

This component will support the day-to-day management of the project implementation and the M&E of its objectives and outcomes. This component will finance the activities that would ensure effective administration and implementation of the project by supporting (a) the operation and straightening of the Project Management Unit (PMU), including the provision of operating costs and (b) development and implementation of a M&E system for the project. In addition, this component will support analytical work related to the primary education sector efficiency and implementation of those recommendations.

Detailed project description is given in Annex 1 to this POM.

## **3. PROJECT COSTS AND FINANCING PLAN**

The overall project size is EUR 21.5 million (approx. USD 25 million), entirely provided by World Bank loan. The closing date of the project is February 27, 2026

### **Project Cost and Financing**

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<sup>6</sup> Data from the assessment cannot and will not be used by any authority to monitor the performance of individual students, to evaluate the performance of individual teachers, or to make comparisons between the achievements of individual schools.



<b>Project Components</b>	<b>Estimated Project Cost (EUR million)</b>	<b>IBRD Financing (%)</b>
Improving Learning at the School Level	<b>15.11</b>	100
Reform of the Monitoring and Evaluation of the National Progress in Learning	<b>1.895</b>	100
Enhancing Teacher, Multi-Professional Support Teams, and School Leader Competencies	<b>2.90</b>	100
Sector management, project management and M&E	<b>1.54</b>	100
Front-end Fee	<b>0.054</b>	100
<b>Total Project Costs</b>	<b>21.50</b>	
<b>Total Financing Required</b>	<b>21.50</b>	

## **4. INSTITUTIONAL AND IMPLEMENTATION ARRANGEMENTS**

### **4.1. General institutional and implementation arrangements**

This section describes the respective roles and responsibilities of the MoES, PMU and PEIP stakeholders in the implementation of the Project.

The project will be implemented by the MoES. The MoES will be accountable for execution of project activities and implementation would rely on its existing structures, with the additional support of a PMU. Decisions will be made by the MoES in coordination with the BDE/NEC/SEI.

The project implementation structure consists of:

- **Minister of Education and Science**- the Minister is the implementing authority and is entitled to make decisions and approve project related activities and documents. The Minister is entitled to sign contracts and payment documents awarded under the Project. The Minister is entitled to authorize the Project director or another official to sign project related documents on his/her behalf.
- **Project Management Unit**–the PMU shall be maintained by the MoES throughout the entire duration of the project. The PMU shall be responsible for day-to-day project

implementation, overall project coordination, monitoring activities, environmental and social management, and fiduciary functions (procurement, disbursement and accounting), official communication with the WB and reporting. The PMU staff is retained in full for the lifetime of the Project, subject to satisfactory performance. The establishment of the PMU is supported by Loan funds and PMU staff shall work under respective TORs acceptable to the Bank and remunerated on the basis of negotiated consultancy market rates in order to avoid fluctuation of skilled staff. The PMU is built on the basis of the SDISP PMU.

- **Working Group** consisting of the MoES staff and their agencies/stakeholders- the WG was established at the beginning of project preparation and comprises of officials and experts from the MoES, BDE, and NEC. The WG has been meeting regularly with the World Bank team to discuss ongoing policy development and preparation issues. The WG in this, or modified form, shall be maintained throughout project implementation to provide technical expertise and support.
- **Grant Approval Committee** for grant program- The GAC will be established by the MoES. It will be consisting of two representatives of the MoES, one member from the BDE, one representative of the SEI and one representative of the Association of the Units of Local Self-government (ZELS). The GAC will be responsible for evaluating and selecting grant applications for the grant scheme. The GAC will be guided by criteria described in the Grant Operations Manual (GOM), as approved by the World Bank.
- **Primary education schools**- Schools will be responsible for conducting self-evaluation, development of the school improvement plans and their implementation, preparing applications for grant program and implementing the proposed grant program activities. Details of procedures and related responsibilities will be elaborated in the GOM. The PMU will ensure process quality control and will conduct periodic and/or random monitoring on participating schools in the grant program. Training and support will be provided to all participating schools during preparation of grant applications and implementation.

#### **4.2 PMU implementing arrangements**

The PMU shall be maintained by the MoES throughout the entire duration of the project. The PMU shall be responsible for day-to-day project implementation, overall project coordination, monitoring activities, environmental and social management, fiduciary functions (procurement, disbursement and accounting), official communication with the WB and reporting. The PMU staff is retained for the lifetime of the Project, subject to satisfactory performance. The establishment of the PMU is supported by Loan funds and PMU staff shall work under respective TORs acceptable to the Bank and be remunerated on the basis of negotiated consultancy rates in order to avoid fluctuation of skilled staff. The PMU is built on the foundation of the SDISP PMU.

The initially planned positions within the PMU are the following:

- Project Director;
- Procurement Specialist;
- Financial Management Specialist;
- Coordinator for National Assessment;

- Coordinator for Professional Development;
- Primary Education Coordinator;
- IT Specialist;
- M&E Specialist;
- School Infrastructure Specialist;
- Grants Coordinator
- Social Specialist;
- Grants Financial Officer;
- Citizen Engagement Consultant;
- Environmental Specialist;
- Architect/Civil Engineer (2)
- Consultant for Processing and Analysing Data;

The draft TORs subject to WB ‘no objection’ for the specific positions within the PMU are part of the POM (Annex 7). To regulate the PMU staff responsibilities the PMU staff shall enter into contract with MoES using the standard WB time based form of contract for small assignments. These contracts prescribe in detail the scope of work for each PMU consultant, rights and responsibilities for both contractual parties and both contractual parties must respect and behave accordingly while conducting project activities and tasks. The PMU staff, except the members of the existing SDISP PMU, shall be selected on a competitive basis in accordance with the TOR for each position. The staff of the existing PMU established under the MoES to coordinate and monitor SDISP activities shall be hired on the PEIP by using “Direct Selection” method.

Main responsibilities of PMU fall into the following groups of activities but are not limited to:

- **Manage and administer PEIP implementation** that includes (i) coordination of overall project implementation activities; (ii) coordination of involved institutions in order to make sure that the project activities are implemented in a technically and timely harmonized manner, (iii) coordination of international and local consultants and (iv) act according to the WB’s requirements.
- **Planning and budgeting** that includes assessment of the activities related to project preparation and implementation from their technical, financial and procurement viewpoint.
- **Procurement** that includes (i) ensuring compliance with the procurement rules and procedures as defined in the applicable Procurement Regulations, Legal Agreement, POM, PPSD and Procurement Plan of the Project; (ii) preparation and updating the project procurement plan; (iii) coordination of PMU staff, respective units in the Ministry or the stakeholders and external consultants as relevant, during the preparation of the specification for goods, works and services to be procured and resulting bidding documents in accordance with the agreed procurement plan; (iv) contract preparation and arranging contract signing, (v) assistance during monitoring the implementation of signed contracts; (vi) using the electronic platform for Systemic Tracking of Exchanges in Procurement (STEP); and (vii) preparing progress reports on procurement as part of the Project progress reports.

- **Financial management and accounting** that includes organization and operation of the Project financial management system acceptable to the WB. The system shall be established for the project on the basis of similar systems used in other Bank financed projects. The system is to include an accounting and control module with the capability to record and retrieve in a timely manner all financial transactions under the project. In addition, the financial management and accounting will follow the national financial management, accounting and reporting requirements.
- **Ensure compliance with environmental and social requirements.** The PMU shall ensure that the daily implementation of the project is according to the requirements of the environmental and social standards (ESSs) relevant for the project, as given in the published PEIP Environment and Social Commitment Plan (ESCP).
- **Auditing** includes external annual audit of project accounts and financial records in accordance with the WB requirements. In addition to the usual Project Financial Audit the Project would include performance audit for the grant program.
- **Monitoring and evaluation** includes establishment of arrangements for systematic comparison of actual project activities against plan on the basis of agreed indicators and objectives. The PMU has to monitor the PEIP progress according the Result Framework of Monitoring and Evaluation given in Annex 6. The PMU should also monitor the environmental and social performance of the overall project and sub- projects
- **Reporting** includes establishment of regular reporting system that is able to produce information about the Project as stipulated in the Loan Agreement, PAD, in this POM or as may be from time to time requested by the WB, MoES, MOF or authorized officials from the project beneficiaries.
- **Citizen engagement**-The citizen engagement element shall take an important role during the project implementation. Citizen Engagement activities shall be guided, but not limited by the PEIP Stakeholder Engagement Plan. In addition, the PMU will establish and institutionalize a comprehensive **Grievance Redress Mechanism (GRM)**, to allow all stakeholders to submit questions, comments, suggestions and/or complaints or provide any form of feedback on all project-funded activities. The aim of this mechanism is to inform all relevant stakeholders for the procedures for submitting a complaint regarding the project activities and receiving a response of the submitted grievance. Despite the grievance submission, any comments/concerns/grievance can be submitted to the MoES verbally (personally or by telephone) or in writing by filling in the Project Grievance Form (by personal delivery, post, fax or e-mail to the MoES contact person). The MoES website will include clear information on how feedback, questions, comments, concerns and grievances can be submitted by any stakeholder and will include the possibility to submit grievances electronically. It will also provide information on the way the GRM committee works, both in terms of process and deadlines.

**Проект за унапредување на основното образование**

**Поднесување на поплака/предлог/прашање/коментар**

Преку оваа форма се овозможува поднесување на поплака, предлог, прашање или коментар за активностите финансирани од Проектот за унапредување на основното образование кој се имплементира од страна на Министерството за образование и наука.

**Детали за барањето**

Тип на барање:

**Опис на барањето**

Опис:

**Детали за подносителот на барањето**

Анонимен:

Подносител:

Е-пошта адреса:

пол:  Мажи  Жени

**Поднесување**

**Grants administration:** The process of grants administration shall be given in a separate Grants Operational Manual that shall be an integral part of this Project Operational Manual. The Grants Operational Manual will make explicit the type of subprojects and/or expenditures excluded from financing under the Project, including, but not limited to any:

- subprojects and/or expenditures falling within an exclusion listed on the World Bank /IFC exclusion list;
- subprojects involving the:
  - involuntary taking of land resulting in relocation or loss of shelter;
  - loss of assets or access to assets;
  - loss of income sources or means of livelihood;
- subprojects involving the involuntary restriction of access to legally designated parks and protected areas; and
- subprojects where environmental and social risks would be rated as High or Substantial in accordance with the World Bank Environmental and Social Framework (ESF).

## 5. PROCUREMENT ARRANGMENTS AND REGULATIONS

### 5.1 General

Efficient procurement in World Bank financed projects is a prerequisite for the attainment of project objectives and timely disbursement of loan funds.

The procurement under the Project includes procurement of Goods, Works, Non-Consulting and Consulting Services and shall be carried out in accordance with the World Bank Procurement Regulations for Investment Project Financing (IPF) Borrowers – Procurement in IPF of Goods, Works, Non-Consulting and Consulting Services, (Regulations) issued in July 2016, revised

November 2017 and August 2018, the provisions of the Loan Agreement, Project procurement Strategy for Development (PPSD) and the Procurement Plan.

The latest Standard procurement documents applicable to the Procurement regulations, available on the World Bank external website ([www.worldbank.org/procurement/standarddocuments](http://www.worldbank.org/procurement/standarddocuments)) shall be used for all the procurements under the Project. In exceptional cases and for small value procurements, modified bidding documents can be used based on prior approval from the WB.

The rights and obligations of the Implementing Agency (MoES) and the providers of Goods, Works, Non-consulting Services and Consulting Services for IPF operations are governed by the relevant request for bids/request for proposals document and by the contracts signed by the Implementing Agency and the providers of Goods, Works, Non-consulting Services, and Consulting Services, and not by these Procurement Regulations or the Legal Agreement.

The World Bank will exercise its procurement oversight through a risk-based approach comprising prior and post review and independent procurement reviews, as appropriate. The post reviews in accordance with the applicable thresholds and review arrangements in the Procurement Plan will be conducted on the procurement processes undertaken by the MoES/PMU to determine whether they comply with the requirements of the Legal Agreement.

## **5.2 Procurement Planning and Responsibilities**

The PMU shall use the Systemic Tracking of Exchanges in Procurement (STEP) System which is the WB's online procurement planning and tracking tool to record all procurement actions under IPF operations, including preparing, updating and clearing its Procurement Plan, and seeking and receiving the WB's review and No-objection to procurement actions as required.

The initial procurement plan for the Project is prepared and uploaded in the electronic platform for Systemic Tracking of Exchanges in Procurement (STEP) and is given in the Annex 3. During project implementation, the procurement plan in agreement with the WB project team will be updated at least annually by the PMU and in consultation with the involved stakeholders, or as required, in order to reflect the actual project implementation needs and improvements in the implementing agency institutional capacity. The WB shall approve such updated procurement plan, and any bidding to select contractors/suppliers/consultants shall be implemented in accordance with the agreed procurement plan or in accordance with what has been agreed in writing with the WB prior to the formal update of the Procurement plan in which this item should be reflected. Items that are not contained in the Procurement Plan shall not be procured. To ensure efficient Project implementation, preparation of the Procurement Plan shall be coordinated with preparation of the annual budget based on inputs from all participating agencies/beneficiaries.

The MoES is the implementing agency of this project. The PMU, which is to be established within the MoES as a temporary structure during the life time of the project, will be responsible for the whole cycle of procurement of all goods, works and services under the Project, including filing/record keeping of all related operations and activities, and coordinating the delivery of

technical assistance provided by international and local consultants. This includes the following operations (as applicable in accordance with the procurement procedures concerned):

- Preparation and updating of the procurement plan;
- Finalization of technical specifications and terms of reference and their submission to the WB for review and no-objection, in the format acceptable to the WB;
- Preparation of General Procurement Notices, Specific Procurement Notices and Requests for Expressions of Interest and submission for publication, if applicable;
- Preparation of bidding documents/requests for proposals, and their clearance with the WB;
- Receipt of expressions of interest;
- Preparation of short list, if required;
- Dissemination of bidding documents/requests for proposals;
- Public opening of bids for goods and works and public opening of financial proposals for consulting services if required;
- Recording and keeping original copies of bidding/performance advance payment guarantees, bonds or securities;
- Submission of the Letters of expression of interest/ bids/ proposals/ CVs to the Evaluation Committee for evaluation;
- Finalization of evaluation reports in a form acceptable to the WB and their submission to the Bank for “no- objection” if required;
- Preparation of contracts and their amendments;
- Notifications to unsuccessful bidders and returning of bid guarantees / securities if applicable;
- Contract management- review of contract execution documentation (reports, acceptance certificates and delivery documents, etc.) and ensuring its compliance with contract conditions;
- Record keeping- all documentation with respect to procurement will be retained by the MoES/PMU according to the requirements of the Legal Agreement. The MoES/PMU will furnish such documentation to the WB upon request for examination by the WB or by its consultants/auditors. Documents with respect to procurement subject to post review will be furnished to the WB upon request.
- Providing assistance, procurement related documents and information during implementation support and post review missions of the Bank;
- Preparing progress reports on procurement as part of the overall project progress reports.

### **5.3 Procurement Management**

Procurement management is the responsibility of the PMU procurement and management staff. The PMU is staffed with full-time procurement manager for the project lifetime. The PMU procurement staff is responsible for management of all steps of procurement cycle.

The PMU procurement staff is supported and coordinated by other PMU staff/Institutions in the following way:

- Project Director is responsible for general coordination of the procurement work on the project;
- Coordinators are responsible for the coordination of the procurement work among the involved stakeholders and for obtaining the draft TORs and TS for the respective component activities,
- The financial staff ensures that all project financial obligations are met in timely manner, this includes the payment for goods and services, the accounting and book keeping of all activities and ensuring the Project is carried out within the specified budget,
- Representatives of the involved institutions can participate in evaluation of bids and technical and financial proposals as members of evaluation committee when nominated by authorized representatives of their institutions. They are appointed by the Minister of Education and Science. The Minister can appoint additional members in the Evaluation Committee upon his/her discretion.

#### **5.4 Procurement Methods and Thresholds**

##### A. Selection methods for Goods, Works and Non-consulting Services:

- a. Request for Proposals (RFP);
- b. Request for Bids (RFB);
- c. Request for Quotations (RFQ); and
- d. Direct Selection.

##### B. Selection methods for Consulting Services

- a. Quality Cost Based Selection (QCBS);
- b. Fixed Budget Based Selection (FBS);
- c. Least Cost Based Selection (LCS);
- d. Quality Based Selection (QBS);
- e. Consultant's Qualifications Based Selection (CQS); and,
- f. Direct Selection.

More detailed information on procurement methods and the procurement regulation are given in Annex 2.

The Thresholds for Procurement Approaches and Methods and the Review Arrangements- prior review by the WB are as follows:

<b>Thresholds for Procurement Approaches and Methods</b>
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(€ thousands)
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Works			Goods, IT and non-consulting services			Shortlist of national consultants	
Open international	Open national	RfQ	Open international	Open national	RfQ	Consulting services	Engineering and construction supervision
≥	<	≤	≥	<	≤	≤	≤
5,000	5,000	200	1 000	1 000	100	300	N/A
<b>Review Arrangements-prior review</b>							
First contract for each approach and method and all >3 000  Direct Selection all > 80			First contract for each approach and method and all >3 000  Direct Selection all > 80			First contract for each approach and method, all TORs and all contracts > 1 000  Individual consultants all TORs and all contracts > 300  Direct Selection firms all >10	

The requirements for prior or post review shall be specified in the Procurement Plan.

**Prior Review:** This is a process undertaken by WB during the Project implementation in which the WB reviews “a-priori” full documentation for major contracts. Full documentation should be submitted to the WB for prior review contracts.

**Ex-Post Review:** All other contracts below the WB prior review threshold are subject to the WB selective ex-post review. Procurement documents, such as bidding documents, bids, bid evaluation reports and correspondence related to bids and contracts are kept readily available for WB ex-post review during supervision missions or at any other points in time.

## 5.5 Tendering timeframe

### a. Procurement of Goods and Works:

- i. International Competitive market approach: Estimated duration: 4 months, including the period necessary to prepare and agree on the technical and bidding documentation.
- ii. National Competitive market approach: Estimated duration: 3 months, including the period necessary to prepare and agree on the technical and the bidding documentation.

### b. Procurement of Consulting Services (Firms):

- i. Quality and Cost-based Selection (QCBS)  
Estimated duration: 5 months, including the period necessary to prepare and agree the ToRs.
- ii. Least Cost-based Selection (LCS)  
Estimated duration: 4 months, including the period necessary to prepare and agree the ToRs.
- iii. Fixed-budget based Selection (FBS)

Estimated duration: 4 months, including the period necessary to prepare and agree the ToRs.

iv. Consultant's Qualification-based Selection (CQS)

Estimated duration: 3 months, including the period necessary to prepare and agree the ToRs.

v. Direct Selection

Estimated duration: 1 month, including the period necessary to prepare and agree the ToRs.

**c. Procurement of Individual Consultants:**

i. Open Competitive Selection

Estimated duration: 2 months

ii. Limited Competitive Selection

Estimated duration: 1.5 months

iii. Direct Selection

Estimated duration: 1 month

**5.6 Retention of Procurement Documents**

The PMU shall maintain the procurement documentation depending on the procurement method, as following: copies of all public advertisements, pre- qualification documents (if used), evaluation reports, bidding documents, bid opening minutes, evaluation reports, all documents and correspondence related to the procurement and execution of the contract, including those in support of the evaluation of Bids/Proposals and the recommendation for award made, complaints against procedures or recommendation for award, and signed copy of the contract and all subsequent amendments or addenda. For contracts awarded on the basis of direct procurement the documentation shall include justifications for using the method.

**Advertisements**

**For international procedures** the Specific procurement notices (SPN) and Requests for expression of interest (REoI) will be published automatically through STEP on the Bank's external website and UNDB, as well as locally on the Ministry's website and/or the portal of Public Procurement Bureau (<https://e-nabavki.gov.mk/PublicAccess/home.aspx#/notices>), and/or in daily newspapers. Quotations can be obtained through advertisement or, when limited competition is justified, through a request for quotations (RFQ) to a limited number of firms. To ensure competition, the Borrower should request quotations from not fewer than three (3) firms. For selection of Individual Consultants, when the Borrower has knowledge of experienced and qualified individuals and their availability, instead or in addition of issuing a REoI, it may invite those individual Consultants that it deems qualified to provide the required Consulting Services.

**For national procedures** the SPNs and REoIs will be advertised on the Ministry's website, and/or the portal of Public Procurement Bureau (<https://e-nabavki.gov.mk/PublicAccess/home.aspx#/notices>), and/or optionally in daily newspapers.

Quotations under Request for Quotations/Shopping can be obtained through advertisement or, when limited competition is justified, without publication through sending a request for quotations (RFQ) to a limited number of firms (to ensure competition, the request for quotations shall be sent to not fewer than 3 firms). For Consultant's Qualification-based Selection advertisement of REoI is not mandatory (at least 3 qualified firms shall be requested to provide information on their experience and qualifications and from those who have submitted expressions of interest the firm with best qualifications and most relevant experience shall be invited to submit proposal for negotiations). For Selection of Individual Consultants, when the MoES/PMU has knowledge of experienced and qualified individuals and their availability, instead of, or in addition to, issuing a REoI, it may invite those individual consultants that it deems qualified to provide the required consulting services.

Direct Selection does not require advertising.

In addition, during the Corona Virus situation the following steps may be taken:

- 1) Clients/purchasers shall make the bidding documents available for download on a freely available web site or make them available via email to interested bidders.
- 2) The procurement/bidding document shall specify the treatment of submission of bids through emails. Certain documents such as bid form, bid securing declaration and power of attorney shall include a language stating that copies of these documents will be treated as if they are originals during the COVID-19 emergency.
- 3) For bid submission, bidders will send an email to a specified email address in the bidding documents (e.g. an official of high-level authority) with either (i) the encrypted bid or (ii) password protected documents as an attachment(s).
- 4) Both, bidders and clients/purchasers should check Inbox and SPAM folders for the receipt of electronic bidding documents or electronic bids and any related communication.
- 5) Clients/purchasers will confirm receipt of each bid.
- 6) In the case of encrypted bids, the bidder will indicate the official (nominated by the client/purchaser) that may open the bid and the 'password key' for opening the bid (or technical proposal). Bids cannot be opened before the time of bid submission and opening.
- 7) In the case of password protected bids - within one hour after the bid submission deadline bidders must send the password of their password protected bids to the email address specified in the bidding documents.
- 8) For two envelope procurement packages, passwords for technical proposals will be sent within one hour after the bid submission deadline.
- 9) After receiving the results of the technical proposal, Bidders will be asked (via email) to provide their password for the financial proposals. Please note, a bidder shall use different passwords for the technical and financial proposals.
- 10) In the case of encrypted bids, bidders will send their 'password key' for the financial proposals.
- 11) Original documents may be requested as part of the evaluation process and will be verified by the client/purchaser before the signing of the contract.
- 12) Clients/purchasers shall use bid securing declarations instead of bid securities.

- 13) Minutes of Bid opening shall be shared with all bidders by email.
- 14) If the local jurisdiction allows, DocuSign may be used for submission of legal documents (such as the Bid Form, bid securing deceleration, Authorizations, ...etc.) and for Contract Signing.

## **5.8 Formation of Evaluation Committees**

For procurement of contracts financed from the Loan proceeds, an Evaluation Committee (EC) shall be established by the MoES. The EC will have odd number of members and a minimum 3 members each with equal voting rights. EC with voting rights may be consisted of representatives of the stakeholders, representatives from the MoES and PMU staff. At least one member of the EC shall be with relevant knowledge in the subject matter of the procurement. The EC may include, without a voting right, independent expert/s with relevant knowledge in the subject matter of the procurement to advise the voting members. The independent expert shall provide a separate written report which shall be integral part of the Evaluation Report. The EC will be appointed in writing by the Minister of Education and Science or another duly authorized person by the Minister. For direct selection evaluation committee is not obligatory.

Each person serving as a member of the EC, or who is otherwise involved in the procurement process, shall disclose to the Project Director or Minister of Education and Science if they, or any of their immediate family members, are related or otherwise connected to any of the members of the boards of directors or commissioners of the bidders and/or consultants participating in any of the procurement packages ("Interested Member"). Any Interested Member shall exempt himself or herself from further participation in the evaluation process; and any Interested Member who is an official shall refuse himself or herself from any decisions relating to the evaluation process or contract award. Conflict of interest declaration will be signed by each member of the EC as per example given in World Bank "Procurement Guidance: Conflict of Interest" published January 2020.

## **5.9 Training**

Training is an integral element of the project's capacity building objective. The Loan finances training programs, including training workshops, study tours and local training and other training activities not included under goods or service provider's contracts, including training materials, space and equipment rental, travel, accommodation and per diem costs of trainees and trainers, trainer's fees and other training related miscellaneous input. Training programs may be included in larger contracts with firms to reduce administrative burden on the PMU and MoES. The PMU shall be responsible for administration of workshops and study tours for the PMU and other stakeholders' staff related to project operation. Expenditure items for training activities, including study tours, would be reported under SOEs. Training related activities are not governed by Procurement Regulations and are subject to prior approval of the WB.

## **5. 10 Operating Costs**

“Operating Costs” means the incremental expenses incurred by the PMU/MoES, BDE and NEC, on account of Project implementation and includes the costs for PMU office rent and utilities, insurance, operation and maintenance of vehicles, office equipment and supplies, communication costs, dissemination of information, publications, support for information systems, translations, photocopying, bank charges, travel and per diem costs related to the Project, office administration costs, telephone costs (landline and cellular), internet costs, representation costs and other reasonable expenditures directly associated with the carrying out of the Project, including operating cost related to rollout of NAP and operating cost related to modernizing INSET, based on an annual budget approved by the Bank. Payment shall be based on a received invoice, bill or similar document. Contract with suppliers/consultants/providers for operating expenses is not mandatory. Operating costs are not governed by Procurement Regulations and are based on incidental, periodical or annual budget approved by the Bank.

### **5.11 Review by the Bank of the Procurement Decisions**

For procurement that has been determined in the Procurement Plan to be subject to prior review, the following documents shall be submitted by the PMU through STEP for WB’s prior review and ‘no objection’:

- The GPN and SPN, as appropriate;
- The REoI, including the complete TOR, and the Shortlist assessment report;
- The request for bids/ request for proposals documents, including any amendment to them;
- The first request by the Borrower to Bidders/Proposers/Consultants to extend the Bid/Proposal validity period, if it is longer than four (4) weeks, and all subsequent requests for extension, irrespective of the period;
- The Bid/Proposal evaluation report and recommendation for contract award, including documents demonstrating that any procurement complaints have been addressed to the satisfaction of the Bank.
- All requests for cancellation of a procurement process and/or rebidding/re- invitation of Proposals;
- The PMU shall not proceed with the next stage/phase of the procurement process, including awarding a contract without receiving from the WB confirmation of satisfactory resolution of Complaint. If, after the Bank’s prior review and no-objection, analysis of a complaint leads the Borrower to change its contract award recommendation, it submits to the Bank for its ‘no-objection’ the reasons for such decision and a revised evaluation report;
- One conformed copy of the contract, and of the advance payment security and the performance security if requested, shall be furnished to the Bank promptly after contract signing and prior to the making of the first payment.
- The terms and conditions of contracts shall not, without the Bank’s prior review and ‘no objection’, materially differ from those on which Bids/ Proposals were requested or Prequalification/Initial Selection, if any, was invited.
- For contracts subject to prior review to be awarded using Direct Selection, the PMU/MoES shall submit to the Bank, for its review and no objection, a sufficiently detailed justification, prior to inviting the firm/consultant to negotiations. The justification shall include the rationale

for direct selection instead of competitive procurement process and the basis for recommending a particular firm/consultant. After negotiations are completed, the PMU shall submit to the Bank the draft negotiated contract and minutes of negotiations, for its prior review.

#### Modifications of the signed Contract

For contracts subject to prior review, the PMU shall seek the Bank's no objection before agreeing to:

- an extension of the stipulated time for execution of a contract that has an impact on the planned completion of the project;
- any material modification of the scope of the Works, Goods, Non-consulting services or Consulting Services, or other significant changes to the terms and conditions of the contract;
- any variation order or contract amendment (except in cases of extreme urgency), including due to extension of time, that singly or combined with all previous variation orders or amendments, increases the original contract amount by more than 15% (fifteen percent); or
- the proposed termination of the contract.

Description of the initial procurement plan is given in Annex 3.

## **6. FINANCIAL MANAGEMENT**

### **6.1 Financial resources**

The Republic of North Macedonia has received a Loan from the International Bank for Reconstruction and Development (IBRD) for implementation of Primary Education Improvement Project (PEIP) in total amount of USD 25 or approx. EUR 21.5 million.

The closing date of the project is February 27, 2026.

The table below sets the allocations of the amounts of the Loan to each Category shown in EUR.

<b>Category</b>	<b>Amount of the Loan Allocated (expressed in EUR)</b>	<b>Percentage of Expenditures to be financed (inclusive of Taxes)</b>
(1) Grants	941,600	100% of the amounts disbursed under each Grant
(2) Goods, works, non-consulting services, consulting services, Training and Operating Costs for the Project	20,504,650	100%

(3) Front-end Fee	53,750	Amount payable pursuant to Section 2.03 of this Agreement in accordance with Section 2.07 (b) of the General Conditions
TOTAL AMOUNT	21,500,000	

The activities in the project that qualify for funding by the World Bank are known as “eligible” expenditures.

By default, any expenditure that is not eligible for World Bank financing is deemed “ineligible” and therefore cannot be paid by the Loan funds.

## 6.2 Financial Management and Accounting Principles

- Implementing Entity

The Ministry of Education and Science through PMU will act as the overall implementing agency for the project. The PMU will oversee and coordinate all of the implementation, results monitoring, reporting, fiduciary functions, and safeguards of the Project executed components, in close collaboration with the line ministries and public agencies. The PMU includes qualified and experienced financial staff that will be further trained in disbursements and project financial management as needed. The Project Director will supervise the implementation activities.

- Accounting Policies and Procedures

The accounting books and records will be maintained on the cash basis with additional information of signed contracts, in conformity with related requirements of the World Bank’s financial reporting guidelines. The cash receipts are recognized when received and cash expenditures are recognized when paid rather than when incurred.

Project financial statements will be presented in Euros, and will encompass all transactions financed under the project.

The project accounts are kept in local currency i.e. in Macedonian denars (“MKD”) and for reporting purposes will be converted in EUR.

In addition the PMU will apply in practice a set of acceptable accounting procedures and internal controls including authorization and segregation of duties for the project and will ensure that its accounting policies and procedures also comply with accounting principles and methodologies for budget users set by the local regulation. To improve safeguard of assets, additional internal control procedures are instituted (for example, reconciliation between accounts and records, reconciliation of cash and bank balances) and described in this POM. This POM sets out the FM and internal control policies and procedures and is intended to guide staff and minimize the risk of errors and omissions, as well as delays in recording and reporting. These written standards also clarify responsibilities, including level of authority, clear control over cash, and bank accounts, and it ensures timely and accurate financial reporting.

- Accounting standards

The accounting systems of PMU will:

- Reliably record and report all financial transactions, assets and liabilities of the project;
- Provide adequate financial information for PEIP managing and monitoring activities
- Ensure that its accounting policies and procedures also comply with the accounting principles and methodologies set up by the local regulation.

- Accounting Management

Day to day project accounting is the responsibility of PMU Financial staff who reports directly to the PEIP Project director. The accounting for the project shall be on cash basis with additional information provided for commitments on signed contracts.

- Account number

The first digit of the account number forms is the basis for the unique account number that can be described as the smallest categorization with the Project chart of accounts – denominating headings of the financial statements (i.e. balance sheet, sources and uses of funds statement).

10XX Cash

12XX Accounts receivable

22XX Accounts payable

4XXX XX Expenses (Goods, services, training and transfers)

7XXX Incomes/revenues

1000 IBRD DA Denar account

1001 Government co-financing account

1040 IBRD DA Foreign account

1010 cash in local currency

1011 cash in foreign currency

1200 received advances

2200 commitments towards suppliers local

2210 commitments towards suppliers foreign

42XXXX services, training and operating costs

46XXXX PEIP transfers,

48XXXX goods, works,

7XXXXX incomes/revenues

The expense accounts in the chart of accounts have been set up under several general categories of consulting services, training, goods, civil works and operational costs. The accounting system is further developed to indicate “eligible” and “ineligible” accounts to enable separate recording of the contributions by the WB and Government.



The Incomes/revenues in the accounting system is further developed to indicate the incomes from the World Bank and incomes from Government contribution (from Budget), if applicable.

### 6.3 Project Financial Management System

The PMU will establish a project Financial Management System acceptable to the Bank, for administrating the accounts for the Project. This shall be designed to accomplish the following objectives:

- Regular and precise record keeping and denoting of all project financial accounting transactions according to the requirements, needs and applications of the legislative of the Republic of North Macedonia and the WB;
- Produce financial reports for two separate groups of users: 1) World Bank reporting requirements – as per forms and principles laid down in the WB guidelines, and 2) statutory reporting requirements – in accordance with the Macedonian legislation.

This system shall be upgraded and designed to provide relevant, reliable and complete accounting and procurement information followed consistently from one period to another, so that financial reporting is comparable. In that context **relevant** means that accounting information is relevant when accounting transactions are recorded and reported in timely fashion; all accounts should be updated and reconciled on a monthly basis and reports should be issued no less frequently than each quarter; **reliable** means that information is reliable when it is free from material error, when it is neutral and free from bias; **complete** means that all appropriate transactions have been recorded in accordance with the accounting procedures manual; **comparable** means that users must be able to compare the financial statements of the Project over time in order to identify trends in its financial position and performance.

The Financial Management System will include:

- Proper accounting system;
  - Internal control system;
  - Reporting and monitoring System /Interim un-audit Financial Reports (IFRS);
  - Auditing of Project activities;
  - Financial Control System;
  - Disbursement arrangements and cash flows.
- Accounting System

MoES uses the treasury system for its accounting and reporting. The treasury system was assessed by the World Bank and found to be sound with reliable reporting and ex ante controls. This system will also be used by the project for accounting and reporting purposes.

The developed software by the local company “Edusoft” that was used for accounting and reporting of the ongoing SDIS project will be used also for the PEIP Project. Given the complexity of the project and a need to consolidate all project information, the PMU will request this software to be upgraded, tailored, to be beneficial for financial transparency and reliability

of the project data.

The software shall enable sufficient transparency of the use of project funds and generate financial information for proper and easy preparation of project financial statements, as well as for quarterly IFRs on cash base in the agreed format. The software should provide reliable accounting and procurement information, and be transparent with easily accessible information.

The accounting structure of the software should reflect the sources of funds, project component, disbursement categories, and relevant expense accounts, broken down into the various types of expenditures for the project. The accounting structure should be able to produce financial reports that show budgetary items related to the current project financial data.

The PMU financial staff will follow the accounting cycle i.e. a six-step process including:

- Analysis of transactions from source documents into an appropriate number of debits and credits to be entered into accounting records;
- Recording transactions in a journals for later posting to the general ledger;
- Posting the general ledger at the end of each month of operations;
- Adjusting general ledger at the end of each quarter;
- Closing and balancing the ledger at the end of the year;
- Preparing financial statements in IFMR format

The accounting data shall be backed up on regular basis. Prior to closing of the fiscal year a full back up of the accounting records shall be performed. This will ensure that record is kept of all the transactions of that fiscal year.

In addition, project-supported grant beneficiaries will also be required to maintain proper accounting records and supporting documentation to ensure proper identification of grant transactions.

- Internal Control System

Internal control should be seen as a process designated to provide reasonable assurance that the objectives of the Project are being achieved in the following categories: effectiveness and efficiency of operations; reliability of financial and operational reporting and compliances with applicable laws and regulations.

Key internal controls to be applied for the project include *inter alia*:

1. appropriate authorizations and approvals;
2. segregation of duties;
3. different persons being responsible for different phases of transaction;
4. reconciliations between records and actual balances, as well as with third parties should be performed on regular basis;
5. Complete original and orderly supporting documentation should exist to support project transactions.

Adequate system of internal controls and procedures was instituted as part of the SDISP Project. Such a system is assessed as reliable and during the appraisal it is agreed that it will continue to be applied for PEIP Project.

For the grant program additional controls will be introduced as described in the Grants Operational Manual to ensure that the funds flow to selected grant beneficiaries and that the funds are used for intended purposes. The procedures will be designed to ensure use of funds

for intended purposes.

Key internal controls and procedures that shall be in place according to the Grants Operational Manual with respect to grants mechanism should include *inter alia*:

1. Appropriate eligibility criteria. (a) ex ante-clear description of eligibility criteria for beneficiaries, project and activities to be financed by the projects, documentation needed to support the eligibility and (b) ex post- control checks performed to verify eligibility of selected beneficiaries;
2. Appropriate procedures for selection of beneficiaries ( staff who perform the evaluation, the procedure and criteria and summary reports) slection procedures, including determining and describing responsibilities for process;
3. procurement process for the grants;
4. Procedures on determining funds needed;
5. Transparency of flow of funds. The need for information about the transferred funds, together with supporting documentation, including statements of accounts (MoES account/project transit within the TSA, DA) to be submitted to the PMU from the Treasury. The PMU will include detailed information in the quarterly IFR;
6. Monitoring use of funds at beneficiary level as applicable
7. Accounting and reporting on the use of funds and relevant templates
8. Reporting back to the PMU. On the executed transfers from the PEIP/project transit account, designated account and to beneficiaries (supporting documentation and accounts statements) as well as on the unused funds.

The applicable mechanism of procurement and flow of funds will be described in the Grants Operational Manual. For the school grants, Grant Agreement between the MoES and the school shall be signed. The Agreement will regulate the payment for the grant funds as well as the other rights and obligations of the contracting parties. PMU will pay the schools as per the payment conditions stipulated in the contract.

- Reporting and Monitoring

Project management-oriented Interim un audited Financial reports (IFRs) will be used and provided for project monitoring and supervision in accordance with the World Bank requirements, as well as the reports requested by the Government of the Republic of North Macedonia.

The format of the IFRs as agreed with the Bank is attached in Annex 4 to this POM. The reports will include consolidated financial information on all project funds. The reports will also incorporate detailed information on amounts transferred to the MoES, amounts paid to beneficiaries and any unused funds which were transferred from the Designated Account.

The PMU will produce a full set of cash-based IFRs, covering all project components and sources of financing for each calendar quarter throughout the life of the project. They will be due 45 days after each quarter ends.

The IFRs will comprise the following reports presented in the agreed format:

- Designated Account Statement
- Statement of Project Cash Receipts and Uses of Funds;
- Statements of Uses of funds by Project Activity;
- Breakdown of Grants; and
- Narratives to the reports

Financial Reports (to be prepared by the Financial Manager) include:

- Designated Account Statement – This report shows opening and closing balances as at beginning of quarter on DA and TSA as well as balances per DA and TSA per bank statements, further the report shows sub-total of the project expenditures during the quarter;
- Sources and Uses of Funds Statements - This report shows sources and uses of funds for the Project, both cumulatively and for the period covered by said report, showing separately funds provided under the Loan, and explains variances between the actual and planned uses of such funds;
- Uses of Funds by Project Activity - This report shows the total expenses by project components and sub-components of the reporting period. Details of actual, planned amounts and variances should be shown and compared to the total amounts budgeted over the project's life.
- Breakdown of Grants – This report shows the expenses/transfers of the school grants, both cumulatively and for the period covered by the said report.
- Narrative Progress Reports - This report describes physical progress – physical outputs in Project implementation, both cumulatively and for the period covered by said report, and explains variances between the actual and planned Project implementation.

- Auditing of Project activities

The project's financial statements will be audited in accordance with terms of reference acceptable to the Bank, conducted in accordance with the International Standards of Auditing issued by the IAASB. The audit will be carried out every year by an audit company acceptable to the Bank. The audit report and audited financial statements will be submitted to the Bank not later the six months after the end of the audited period. The draft financial audit Terms of Reference is attached in Annex 8 to this POM. Performance audit will represent a separate task related to the grant program and will be subject to separate TOR and procurement process. The Project Audits shall be financed by project funds.

- Financial Control System

All transactions must be reflected by supporting documentation. The process of registering the supporting documents is the first step for record keeping. The supporting documentation for each payment (invoice and attached statements of services performed, copy of the signed payment order, and copy of instruments delegating signature authority, if appropriate) is filed by a chronological numbering system. A file of supporting documentation is kept and regularly updated. It should allow for document selection according to the following criteria (cross-referenced or not):

- (1) Sources of funds
- (2) Project component
- (3) Name of contracted firm
- (4) Date or time period
- (5) Number of the replenishment request supported by pertinent documentation.

- Financial Planning

Project goals include completing the project on time and within the estimated cost. Project planning is a tool to achieve these objectives. It helps to set realistic goals for each year and quarter of the project's life. A project plan is a quantitative expression of a set of actions prepared in advance. Project planning includes a financial plan.

Financial planning should start with the cost information-cost tables. Cost tables should be based on the project's chart of accounts to ensure that project financial reports can also be prepared on this basis. The cost information should be refining into detailed specifications for project activities, detailed schedules (including procurement plan), and expenditure budgets broken down by time periods. The budgeted expenditure for each quarter should reflect the project activities scheduled for the quarter. Before the beginning of each such quarter, plan should be reviewed and revised. Any variances between planned and actual costs should be analyzed and the remedial actions to be taken should be agreed for coming quarter. Before beginning of each fiscal year of the project, the project budget for the coming year should be reviewed and revised reflecting any updating of the project implementation plan.

- Cash Control

In order to facilitate the smooth running of the Project the small Petty Cash float in MKD should be established to pay for minor expenses incurred during daily operations of the office. Whenever the petty cash funds drops below a certain balance it should be replenished through a withdrawal from Designated Account. All disbursements from the petty cash fund must be documented with a corresponding receipt and approved by the Project director. The PMU Financial Manager is responsible for maintaining the petty cash and is responsible to document all disbursements from the petty cash according to the local legal provisions covering the petty cash accounting operations.

A system of internal control shall be established to ensure that petty cash amount is protected from theft or embezzlement. The Project director shall periodically appoint a PMU member to conduct cash control.

Internal control for petty cash includes the following:

- Cash is under lock;
- Statements of cash flow reflecting the both cash receipts and cash disbursement records;
- Regular maintenance of cash counts sheet by the financial staff and periodical entranced of each petty cash expenditures into general bookkeeping ledger with allocation of appropriate account;
- Statement of cash flow reflecting the both cash receipts and cash disbursement record;
- Regular reconciliation between the physical cash, accounting and cash counts records;

Petty cash shall also be used for reimbursement of expenses incurred for use of privately owned vehicle for PMU business purposes and expenses related to approved business trips outside of Skopje (i.e. accommodation, per diem, travel, telecommunications, in-town transportation, tolls) on the basis of the proper written order approved by the Project Director or other authorized signatories. The reimbursement for fuel when using a private owned vehicle will be fixed to 20% of the cost of 1 liter fuel per kilometer traveled. This amount includes all related costs for the use of the vehicle for the purpose of the business trip (fuel, amortization, maintenance, insurance) and for this amount no documentary evidence to support cost is necessary. For other travel related documents (tolls) appropriate documentary evidence is required (fiscal receipt, bills etc.)

- **Fixed Assets Control**

The internal control of fixed assets such as furniture, office equipment and any other asset procured for the purposes of the Project will be maintained by the MoES and PMU. All employees/consultants are responsible and accountable for fixed assets in their possession. The controls over fixed assets include: maintaining an assets register, verifying the existence and condition of assets periodically and developing policies for authorization of asset disposal.

- An Assets register will be established by PMU Financial Manager with an entry for each asset. Each asset shall be given a unique number for identification purposes. The register will contain information about where and when the item was purchased; how much it cost; reference number or serial number and depreciation. The Assets Register shall be checked by an inventory committee at the end of each calendar year and any discrepancies will be reported and appropriate action taken.
- Regular maintenance (eg vehicles and equipment) will help to improve safety and prolong the life the assets, as well as preserving their value.

### **6.3.1 Disbursement Arrangements**

- **Project accounts**

In order to enable smooth implementation of the Project and timely payments for expenditures incurred under the Project and Grants, once the project become effective, PMU will open and maintain:

- Designated Account (DA) for loan funds denominated in EUR in National Bank of Republic of North Macedonia (NBRNM) to which the funds will be transferred. This will be a separate account used for withdrawals and payments of the project funds only.
- A mirror Denar account will be opened within the Treasury Single Account to serve as an operating account for withdrawals from the foreign currency account. All transfers will take place through this account with a corresponding transfer of the denar-equivalent amount from the DA; and only current portions to be paid in Denar will be converted from the DA's at the official buying exchange rate of the NBRNM on that day.

- Payments are made out of the DDA on the basis of payment orders prepared by PMU and send to Treasury Office at the Ministry of Finance at which the DDA is held. DDA is used to pay WB eligible expenditures to local suppliers or consultants and to register the payments of foreign expenditures by using the procedure for such an action regulated with an Organic Budget Law and laws and by-laws governing treasury operations.

Payment for project activities will be made from DA through Treasury single denar account to the final supplier/consultant/contractor.

Execution of the grants will be made from DA through Treasury single denar account to the schools.

- Operation of the Designated Accounts

The Designated Accounts are used for payments of eligible expenditures incurred under the Project. When the size of payments is below the prior threshold, the expenditures are justified on SOE basis. When the size of payment is above the prior threshold, the expenditures are fully documented and forwarded together with the Application for Withdrawal.

As it was noted previously no direct payments can be performed under the positive domestic legislation governing the financial operations area.

Payments are made out of the DA on the basis of payments orders prepared by PMU and send to NBRNM at which the DA is held.

If any ineligible expenditure is paid through the DA, the World Bank is entitled to withhold any further deposits until the Government has refunded the amounts. Funds should only be withdrawn from the DA when eligible expenses must be paid. If eligible payments are required to be paid in local currency, an amount should be transferred from the DA and converted into local currency at the official buying exchange rate of that day.

- Disbursement procedures

The DA will be replenishment under transaction – based disbursement method or by direct payment on the basis of direct payment withdrawal applications, or via special commitment, issued on the basis of withdrawal applications supported with the relevant letters of credit. Documentation requirements for replenishment would follow standard Bank procedures as described in the Disbursement Handbook. The application for replenishment will be supported by the necessary documentation, DA statements and reconciliation of these Bank statements.

The World Bank will disburse funds for the Project using traditional methods such as Statements of Expenditure (SOE). An initial advance up to the ceiling amount will be disbursed to the DA upon project effectiveness. Applications for replenishment of the Designated Account will be supported by Statements of Expenditures (SOE) and will be submitted at least quarterly. In addition to the advance method, the project will have the option of using the reimbursement, direct payment and special commitment methods. Applications for reimbursements will be supported by SOEs, direct payments by records and special commitment by a letter of credit.. Prior to sending the application for Withdrawal to the Bank it should be checked against the following:

- Application shows the currency and amount required;
- Signed by the Borrower's duly authorized person to withdraw funds;
- Sufficient funds exist in the specific disbursement category of the Loan Account;
- Is in compliance with the Loan Agreement conditions;
- Procurement regulations have been followed.

The PMU financial staff is responsible for the preparation of Application for Withdrawal (WA), SOE, summary sheets, DA reconciliation as required. These documents should be reviewed and signed by the Minister or another duly authorized person. The documentation will be sent to the World Bank Regional disbursement center in Zagreb, Croatia, or as instructed by the WB. Applications for replenishment of the Designated Account will be in accordance of the provisions given in the disbursement letter issued by the World Bank. Bank statements of the Designated Account, which have been reconciled, would go with all replenishment requests.

The ceiling for the DA is in accordance with the Disbursement letter. The Bank may permit electronically delivering of applications (with supporting documents) through the Bank's web-based portal (<https://clientconnection.worldbank.org>) "Client Connection", or as instructed by the World Bank. This option may be effected if: (a) the PEIP has designated in writing, its officials who are authorized to sign and deliver Applications and to receive Secure Identification Credentials ("SIDC") from the Bank for the purpose of delivering such Applications by electronic means; and (b) all such officials designated by the Borrower have registered as users of "Client Connection". The designated officials may deliver Applications electronically by completing the Form 2380, which is accessible through "Client Connection", or the PEIP may continue to exercise the option of preparing and delivering Applications in paper form. The Bank reserves the right and may, in its sole discretion, temporarily or permanently disallow the electronic delivery of WA by the MoES/PEIP. By designating officials to use SIDC and by choosing to deliver the Applications electronically, the MoES/PEIP confirms through the authorized signatory letter its agreement to: (a) abide by the Terms and Conditions of Use of Secure Identification Credentials in connection with Use of Electronic Means to Process Applications and Supporting Documentation, available in the Bank's public website at <https://worldbank.org> and "Client Connection"; and (b) to cause such official to abide by those terms and conditions.

- Flow of funds

Project Loan funds will flow from the World Bank as an advance, via DA through the Treasury Single Account to the final recipients.

1. The transaction on-based disbursement method will be used for the Project. Once the Project becomes effective a Designated Account will be opened in the NBRNM, to which the funds will be transferred. A mirror Denar account will be opened within the TSA to serve as an operating account for withdrawals from the foreign currency account. The Designated Account will be managed and operated by the PMU with the authorized signatories. All transfers will take place through it, with a corresponding transfer of the Denar-equivalent amount from the foreign exchange account.
2. The procedures relating to the flow of funds, including paths for authorization and approval of payments are clearly described, as well as authorized signatories for administering the account funds. Bank Statements indicating turnover and balance on the Denar sub-account will be submitted on daily basis. The PMU will include balances on all project related



accounts in the quarterly IFRs.

Flow of funds for Grants will be the same as for the other activities, meaning that funds for the approved grants will flow from the DA through the Treasury Single Account to the suppliers based on adequate supporting documentation and payment orders signed by the authorized signatories.

In this case when payments to local recipients are made, then a corresponding amount of foreign currency is exchanged in Denars and credited to the Denar mirror account. From there, the amount is transferred to the respective supplier.

If a payment needs to be made to a foreign recipient in foreign currency, then the foreign currency equivalent amount is converted to Denars and credited to the mirror Denar account. The Denar account is then debited with the transaction amount, the Denars are converted to the appropriate foreign currency, and the respective amount transferred to the recipient.

This flow of funds is followed even if the Designated Account and the payment due are in the same currency. This ensures that the mirror Denar account, as part of the Single Treasury Account, captures all amounts paid through the Treasury system.

The cash flow for this case is as follows:

Step 1. World bank PEIP account

Step 2. NBRNM - Designated account for the purposes of the PEIP

Step 3. PEIP treasury MKD account

Step 4. Contractor/ suppliers/consultants- Commercial bank account

All disbursement (payments) for local expenditures to suppliers, contractors, consultants, etc., from the Grant funds will be made in the local currency of Republic of North Macedonia, i.e. MKD and for reporting purposes converted into EUR using the buying exchange rate of the NBRNM at the date of transfer.

Project foreign expenditures will be made in the original contract currency and for reporting purposes converted into EUR.

- Flow of documents & Payment execution

The project funds will be paid from DA through Treasury mirror account directly to the final recipients.

Responsibility for the invoice and supporting documentation verification and payment procedure rests with the overall PMU staff.

The verification of the invoices and supporting documentation received shall follow the following procedure:

1. All invoices and respective supporting documentation shall be submitted to the PMU Financial staff for invoice registration and processing.
2. The Financial staff checks and confirms whether the:
  - Invoice and supporting documentation is in compliance with contract financial terms;
  - There is available budget for payment of the invoice
3. The PMU member or other person responsible for monitoring and coordinating the

implementation of the contract checks and confirms that:

- The conditions for contract payment are met
- The contract has been implemented according to the contract terms, i.e the goods/works/services are being delivered according to the contract and the requested documentation has been submitted in line with the contract terms
- 4. The PMU procurement staff reviews the documents to see whether they are in line with the contract signed.
- 5. The documentation for payment is submitted to the PMU Project Director for final approval.
- 6. The prepared documents for payment are submitted to the authorized signatory to be signed.
- 7. The Financial Staff makes the payment.

The verification period for invoices (check of compliance with contract terms) and respective supporting documentation (availability check) is 10 business days after the invoice reception date, provided there are no remarks.

Any change of the submitted invoice or communication with the supplier/contractor/consultant that submitted the invoice must be done in writing. Individual consultants can be paid based on submission of a request for payment bearing the reference contract number and amount. For the grants payment execution and flow of documents details will be given in the Grants Operational Manual.

## **7. ENVIRONMENTAL AND SOCIAL MANAGEMENT**

The project activities under Component 1 might cause minor environmental risks associated with the implementation of minor refurbishment of the school premises, such as nuisance caused by increased noise, dust, need to properly manage insignificant amounts of construction wastes, OHS, and safety of students and teachers during the implementation of civil works. The Life and Fire Safety (LFS) risk is estimated to be low and will be managed under the respective national regulatory framework which imposes specific requirements for the design of all public buildings, including schools, and envisages the emergency evacuation plans to be prepared and LFS equipment to be provided before buildings are put into operation. The minor refurbishment under Component 1 will not envisage any structural changes or replacements and as such will not deal with substances such as asbestos. Other environmental aspects to be considered relate to the installation of new science laboratories at selected schools and purchase of equipment to support teaching and learning processes. These environmental considerations will be addressed through the reference to, and application of WBG Environmental Health and Safety Guidelines (EHSGs), good International Industrial Practices (GIIPs) and good laboratory practices, including the emergency preparedness and response. For the minor refurbishment, the client will be requested to use ESMP checklists (template enclosed in Annex 9) which indicate mitigation measures respectively. Any school which would be submitting the grant application, will have to prepare the sub-project specific ESMP checklist. The PMU Environmental and Social Specialists will provide guidance and assistance. The applicant schools will be screened against LFS measures being in place, and seismic and structural stability to be verified and confirmed by the Institute of Earthquake Engineering & Engineering Seismology or similarly qualified institution. The information on the LFS compliance and seismic stability will be summarized in

the Site Assessment/Site Description Section of each sub-project specific ESMP Checklist. The ESMP Checklists shall be an integral part of each grant application, and shall be disclosed by the MoES for the selected sub-projects. The ESMP Checklists shall also be an integral part of the respective bidding documentation and works and goods contracts.

Potential exclusion of vulnerable and disadvantaged groups (Roma students, students with disabilities, students from low income household) was detected as the major social risk of the Project. The ESMP Checklist template developed a screening protocol which would identify schools with children with disabilities during the preparatory phase of sub project implementation. Using the same screening protocol schools with a higher number of Roma students and/or students from low income households will be mapped enabling thereby precise targeting, enhanced outreach and additional engagement methods for such facilities.

## **8. MONITORING AND EVALUATION**

This section deals with the monitoring and evaluation of the overall PEIP which is the responsibility of the PMU.

Monitoring will include:

- Overall PEIP monitoring;
- Sub-projects monitoring and evaluation of sub-projects outcomes including social and environmental monitoring of sub-projects during the implementation phase
- Timely collection of data for measurement of the results indicators.
- Taking the necessary corrective actions needed to sustain or improve progress;
- Coordination with all relevant stakeholders at local and national level;
- Reporting to the World Bank

### **8.1 Project Development Objective Indicator and Results Indicators**

The Project Development Objective (PDO) of PEIP is to improve conditions for learning in primary education.

**The key results of the Project are:**

1. Proportion of classrooms with improved learning environment at the primary level resulting from project interventions
2. Proportion of (implemented) School Improvement Plans that use performance data and monitoring tools for improving student learning.
3. Proportion of classrooms with improved quality of teaching practices as measured by in-class teacher observation tool (TEACH)

The key responsible entities for collection of data are the MoES, PMU, BDE, NEC, SEI and the primary schools. The PMU is responsible for monitoring and evaluation of project achievements and will be a focal point to collect all the data and communicate with the WB

according to the frequency of reports described in the monitoring arrangement matrix. The PDO level and intermediate results indicators would be monitored using the following sources and methodologies: (a) regular data collection process, including existing administrative data systems; (b) baseline and follow-up surveys; and (c) evaluation reports. In addition to the project M&E mechanisms, a quick and flexible impact evaluation will be carried out to assess and review the implementation of the grant program as well as the impact of investments in the learning environment. This evaluation would involve a nimble design in order to reduce implementation costs and to support the National Examination Center so the approach can be deployed in the future when the government needs sound evidence of policy implementation. In addition, a performance and operational audits will be carried during the project completion to assess and review the implementation of the awarded grants to the schools

Further details are described in the Results Framework given in Annex 6 of this POM.

## **9. ADMINISTRATIVE PROCEDURES**

### **9.1 General PMU Staff Contract Arrangements and Management**

Organization of the work in the PMU is based on the principle of organizational unity and division of duties according to professional qualifications and other skills needed for the determined positions in the PMU. PMU staff is hired in accordance with the WB Procurement Regulations- Selection of Individual Consultants.

PMU is responsible for coordination and all day-to-day project implementation activities on behalf of MoES. PMU is responsible for the technical, financial and procurement aspect of the project implementation. The PMU staff is to be administered in accordance with the contract signed between them and the MoES. The PMU members are directly subordinated to the Project Director. On project progress and any issues or challenges the PMU reports to the Minister through the Project Director.

The PMU staff is retained in full for the lifetime of the Project, subject to satisfactory performance. The establishment of the PMU is supported by Loan funds and PMU staff shall be remunerated on competitive rates in order to avoid fluctuation of the skilled staff. The PMU is built on the basis of the SDISP PMU.

The PMU personnel (except the members of the SDISP PMU) shall be selected on a competitive basis in accordance with the TOR for each position, or as agreed with the WB. The staff of the existing PMU established under the MoES to coordinate and monitor SDISP project activities shall be hired on the PEIP by using "Direct Selection" method.

All candidates for a PEIP PMU position must be able to speak, read and write Macedonian and English (working knowledge of English and ability to fully understand spoken or written communications and/or documents). No PEIP PMU staff can hold another position in another public sector entity.

### **9.2 PMU Staffing**

The PMU staff is expected to comprise of:

- Project Director
- Procurement Specialist
- Financial Management Specialist
- Coordinator for National Assessment
- Coordinator for Professional Development
- Primary Education Coordinator
- IT Specialist
- M&E Specialist
- School Infrastructure Specialist
- Grants Coordinator
- Social Specialist
- Citizen Engagement Consultant
- Environmental Specialist
- Architect/Civil Engineer (2)
- Grants Financial Officer

Draft ToRs for PMU staff are given in Annex 7. These ToRs are subject to World Bank prior approval. The composition of the PMU can be further modified only with prior approval by the World Bank on the respective ToRs.

In implementing their tasks, the PMU staff will adopt the following code of conduct:

- PMU staff acts by the principles of professional impartiality, responsibility, honesty, transparency, openness, efficiency and effectiveness in relations with third parties (i.e. consultants, suppliers of goods, persons or institutions involved in any way in activities or results of those activities), and may not practice any form of discrimination or preferential treatment;
- PMU staff is expected to accord equal and fair treatment to the users of the services supplied by the Project;
- PMU staff shall use the available resources in the manner of a good host, and maximum cost-effectiveness in relation to the general objectives of Project, maximum cost-effectiveness should always be sought in decision-making within the PMU and in the practical application of its procedures;
- PMU staff shall not use available official information for private purposes;
- PMU staff may not directly, or through an intermediary, hold any interest in companies, or have responsibilities in public or private institutions having commercial relations with the project or benefiting from its activities, and they may not receive any gifts, remuneration, commission or fee of any kind from such companies or institutions. Compliance with this obligation is an express condition of engagement with the PMU;
- The Minister and the Project Director are the only authorized person to issue work instructions to PMU staff, unless another duly authorized person is appointed.

PMU work is based on following principles:

- Conformity with the Constitution of the Republic of North Macedonia and other local laws;

- Autonomy of PMU - In terms of making decisions related to the Project, according to the delegation of the full authority in day-to-day management by the Minister to the Project Director;
- Impartiality in relations with third parties - The PMU shall not practice any form of discrimination or preferential treatment and shall exclusively apply the decisionmaking criteria and selection procedures described in the approved documents such as Loan Agreement, PAD, POM;
- Transparency -The Project implementation methods are transparent, and goods and services are procured on competitive way following the WB procurement regulation. The public and potential suppliers of goods and service providers are informed properly about the availability of funds. The reporting to all partners should be accurate;
- Quality - Goods and services are delivered in the quantities specified and according to the schedule and quality standards established in the contract;
- Cost effectiveness - The resources are used at maximum efficiency; the results are monitored and evaluated on the basis of agreed indicators;
- Monitoring – Project monitoring activities should be carried out to ensure that project activities are being implemented timely and in accordance to the document signed
- Problems are identified early, and any corrections necessary are applied quickly and effectively;
- Financial transactions are carried out in a proper and timely manner, and are supported by the necessary documentation;
- Effective coordination exists between PMU, suppliers/service providers and other interested parties;
- The overall program is implemented in a transparent manner through widely drawn public disclosure of program information.

The PMU working week is 40 hours, Monday through Friday, and working hours are between 7:30/8:30 and 15:30/16:30, with a half hour paid lunch break. Saturdays, Sundays and national/religious holidays of Republic of N. Macedonia, are non-working days. The Project Director can determine that the staff should work longer or in non working days in order to complete an assignment that cannot be delayed if it cannot be completed within the regular working hours. PMU staff remuneration includes occasional overtime, and no additional remuneration will be provided, but equal or proportional leave should be given. PMU staff is paid on a monthly basis, generally between the first and fifth day of the following month.

PMU staff earns their annual vacation at the rate of 2 days per month. All use of vacation days must be approved in advance by the Project Director, respecting to the extent possible the needs of PMU staff. Vacation days can be accumulated and used throughout the entire duration of contract. The Minister or other duly authorized person approves the use of vacation days for the Project Director.

PMU staff may also accrue up to six (6) sick days per year under contract. Extended private absences of the PMU staff will be approved by the PMU Project Director only on a case-by-case basis. PMU staff is entitled to leave without pay only with the approval of the PMU Project Director, who shall decide on a case by case. Health and pension benefits shall not be paid by MoES to the PMU and they are staff member's responsibility.

Project related training days and business trip days as approved by the Project Director are counted as working days. Travel and participation in meetings and seminars will be approved in writing on a case-by-case basis by the PMU Project Director. PMU will pay regular economy class air fare for employees traveling to official meetings. Overnights-Per Diem will be paid according to national regulation for public administration.

Project Director shall encourage employees to improve and develop their job-related professional skills. Job-related training includes, but is not limited to, academically accredited courses, training seminars and language study. Staff development activities are for the benefit of the organization and decisions will be made accordingly. In addition, Project Director offers employees a range of other opportunities for professional development. For example, seminars and workshops conducted by staff, local or foreign consultants, public and governmental agencies on topics relevant to the PMU mission as project management, procurement, financial management, safeguards and other courses which may be found by the Project Director as beneficial for increasing the PMU competence.

PMU staff keeps the business confidential information during the engagement in the PMU and after its termination in accordance with the confidentiality clause of the contract.

PMU ensures accurate and on-time preparation, sending, receiving and archiving of all business documentation and follow-up of its circulation.

### **9.3 Correspondence**

Correspondence management comprises: receiving, opening, reading and distribution of mails and acts, grouping and forwarding for processing, administrative-technical processing, sending, classification by subject and archiving. Project director is responsible for receipt, review and distribution of mail, track record of documents, delivery of mail and filing.

The exception from the above rule is the treatments of bids/proposals which, if properly marked, are immediately submitted unopened to the Procurement Manager for safekeeping.

Every act for official written communication will have the common interface, with memo of the MoES, name and address of recipient, title, text, signature, as appropriate.

The use of electronic mail is encouraged. E-mails should be copied to all concerned staff inside the PMU.

The official correspondence (by mail, e-mail, by hand,) between the PMU and the WB is mostly sent by the Project Director, while other PMU staff can also maintain the official correspondence in the field of expertise but should always copy the Project Director.

The language of correspondence with the World Bank is English. The language of correspondence with other internal or external parties is English or Macedonian.

### **9.4 Communication inside the PMU**

All forms of internal communication are organized on a liberal basis. This means that management trusts each staff a priori, and that each staff is expected to act responsibly and reasonably in all forms of written and spoken communication, until the demonstration of the opposite has been made. The objective is to minimize internal bureaucracy by limiting prior

authorizations or straight prohibitions; any detected abuse, negligence, etc. is severely repressed.

### **9.5 Communication with the Media**

All communication and contact with the media should be organized through the Project Director, the Minister and the Public Relations Unit within the MoES. The individual communication of the PMU staff and the members of the Working Group with the media representatives is not allowed.

### **9.6 Information management, disclosure, dissemination and public awareness**

Competent information management is essential for successful implementation of the Project. A central component of information management is the proactive disclosure of sufficient information to the public, as well as transparency of decision-making and project activities. This is vital for building trust and support for the Project among stakeholders.

There are both national and international requirements for information disclosure and public participation. It is a World Bank policy to disclose information to the public and involve civic society.

On the other hand, not all information can be freely shared with all stakeholders due to a number of constraints. These include, for example, a need for confidentiality during the competitive bidding process, restricted dissemination of information during project preparation and negotiation, etc.

When planning information disclosure and dissemination, it is important to define the target audience for this information, in order to tailor the format and mechanisms of dissemination. Target audience may not always be comprised of the same groups and it has to be considered prior to disseminating any information.

Selection of the Bank's most relevant policies on information disclosure is given below:

- **Confidential Information**

Without prejudice to the principle of transparency and other obligations pursuant to these Procurement Regulations, in particular those relating to the publication of the Contract Award Notice and debriefing of unsuccessful Bidders/ Proposers/ Consultants, the Borrower shall not disclose information provided by Applicants/ Bidders/ Proposers/ Consultants in their Applications/ Bids/ Proposals, which they have marked as confidential or which can be identified as confidential. This may include proprietary information, trade secrets and commercial or financially sensitive information.

- **Release of Evaluation Information**

The Borrower shall treat information relating to the examination, clarification, and evaluation of Applications/Bids/Proposals in such a way as to avoid disclosure of their contents to any other Applicant/Bidder/Proposer/Consultant participating in the selection process, or any other party not authorized to have access to this type of information, until the Borrower



notifies the outcome of evaluation of Applications/Bids/Proposals, in accordance with the procedures in the applicable Procurement Documents.

## 9.7 Project documentation handling

In the course of project preparation, implementation, evaluation and monitoring, a number of documents shall be used. These documents comprise the Bank's policies, procedures and guidelines, as well as project-specific materials. The PMU staff is mostly concerned with the management of the latter. Generally, each project document or material shall fall under an appropriate disclosure category, as specified below. The three main categories are:

1. **Public documents: require full routine disclosure;**
2. **Internal documents: may be disclosed partly, or to selected parties upon request;**
3. **Confidential documents: not disclosed to the general public; access granted only to those directly concerned with the issue.**

Examples of project documents with assigned disclosure category and access details are shown below. The list of documents is not exhaustive and may be extended or modified in line with the project development circumstances.

### *Categories of document disclosure*

#	Document category	Examples of documents	Comments on access/disclosure
1	Public	Project Appraisal Document (PAD); Project Operational Manual (POM); and Environmental and Social Management Framework (ESMF); sub-project specific ESMPs if any; Terms of Reference for consultants not directly approached; information on procurement opportunities and contract awards (after signature); selected final reports; selected draft documents prepared specifically for public consultation; Financial audit report.	<ul style="list-style-type: none"> <li>• Routinely disclosed in full to all parties;</li> <li>• Proactively disseminated to key stakeholders</li> </ul>
2	Internal	Draft PAD and other draft documents under negotiation; most of the financial information except that, which is contained in the public documents above; PMU staff recruitment, remuneration and appraisal; members of evaluation	<ul style="list-style-type: none"> <li>• Restricted access;</li> <li>• May be disclosed partially or fully to selected</li> </ul>

		committees; selected final reports that may not be fully disclosed; other documents with sensitive information.	parties or general public on request
3	Confidential	Selected financial information; bidding documentation before official notification of the award; selected proceedings of the evaluation and grant approval committees; other documents of confidential nature	<ul style="list-style-type: none"> <li>• Access allowed to specified parties only</li> </ul>

It is possible, and often likely, that different sections of the same document are assigned different disclosure categories. Also, it is likely that certain documents change disclosure categories over time. For example, many draft documents for negotiation in the "internal" category become "public" documents after negotiation is completed. If in doubt which category to assign, the issue should be referred to the relevant Task Team Leader at the World Bank.

***PMU staff responsibilities for information management***

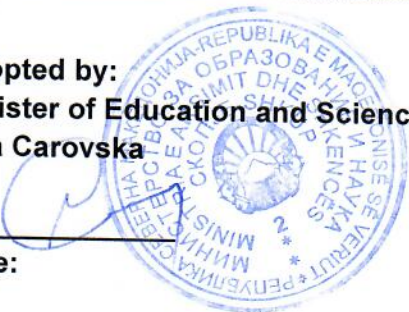
The responsibilities for information handling, disclosure and proactive dissemination reside with PMU as suggested in the table below:

No	Staff title	Key responsibilities
1	Project Director	Planning and implementation of information dissemination and public awareness building activities; day-to-day communication with stakeholders; media liaison. Supervision of disclosure and dissemination activities; participation in high profile dissemination activities and selected meetings with stakeholders; designation of disclosure category; liaison with the World Bank Task Manager on these issues
2	Procurement Manager	Information handling in planning and implementation of competitive bidding

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Adopted by:  
**Minister of Education and Science**  
**Mila Carovska**

Date:



*List of Annexes:*

- 1. Detailed Project Description*
- 2. Procurement Methods and Complaints Handling*
- 3. Procurement Plan*
- 4. IFRs*
- 5. Labor Management*
- 6. Results Framework*
- 7. PMU staff ToRs*
- 8. Project Audit Terms of Reference*
- 9. ESMP Checklist for Construction and Rehabilitation Activities*

## **ANNEX 1. DETAILED PROJECT DESCRIPTION**

### **Component 1. Improving Learning at the School Level**

The objective of this component is to improve conditions for learning at the school level through: i) the revision and use of school improvement plans focusing on improving student learning supported by school grants to build on schools' preexisting level of decision-making autonomy, ii) the upgrading of the physical learning environment, supported through centrally procured investments and iii) the sharing of information to promote accountability. Teaching and learning constitute the core work of the school, and school staff should strive to provide the best possible learning experience to their students. The project would finance activities aimed at improving the capacity of schools to conduct self-evaluation and develop a School Improvement Plan (SIP). The SIP will be a key instrument, in identifying areas in which the school team (principal, teachers, support team, community) will work together to improve learning and promote learning recovery in the context of COVID-19. As such, the SIPs represent a key decision-making tool for schools to capitalize on their autonomy to make the right decisions to improve learning. This component would also finance minor refurbishments of existing facilities<sup>1</sup>. Among others, the project would finance minor civil works needed for the installation of school information and communication technology (ICT) and science laboratories, improvement of sanitary conditions, painting, wiring, refurbishment of floors, etc. No land acquisition or resettlement is anticipated. In addition, the project will finance the procurement of equipment to support effective teaching and learning as well as activities envisioned in the SIP to improve learning.

#### **Sub-component 1.1 School Grants and School Improvement Plans**

Promoting SIPs as a key instrument to improve student learning outcomes implies a new vision for the role of the school, the school team (that is, school leaders, teachers, and the MPSTs), and the school community. Building on the schools' preexisting level of decision-making autonomy, they would be expected to work together to improve student learning outcomes. The school improvement cycle that currently exists would be revised to focus more exclusively on this result.<sup>2</sup> Schools would self-assess while the Inspectorate would continue to externally assess schools. With technical assistance and support provided by the project, schools' decision-making autonomy can be harnessed towards school improvement. School teams would develop SIPs that convincingly demonstrate ways to improve student learning outcomes entitling schools to then receive grants to implement their ideas. These SIPs would be expected to show how to address the following:

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<sup>1</sup> There is a new operation in North Macedonia (P149990) that will help municipalities to enhance the energy efficiency of public buildings such as schools or hospitals. It was agreed with the government that this project will finance non-structural refurbishments focused on the quality of the learning environment while the energy efficiency project will finance "out-door infrastructure, insulation, heating systems, and so on."

<sup>2</sup> The school improvement cycle would become results-based, following international good practice.

In the immediate term, the community- and school-level challenges linked to the COVID-19 pandemic would be prioritized in the SIPs. Schools that are hardest hit and have vulnerable students would be prioritized with these school grants. This would require SIPs to include effective strategies for promoting school attendance after an interruption, for tackling the drop-off in learning after a forced absence,<sup>3</sup> for supporting the psycho-social needs of students (and teaching staff), and so on. It may also require that schools prepare for the possibility of a second wave of infection by putting into place measures to better ensure the continuity of learning through distance learning and offline materials and by adopting the 'e-diary' for all concerned stakeholders (families and schools) to stay connected, in the case of confinement as well as procurement of tablets for vulnerable students<sup>4</sup>.

In the short to medium term, the community- and school-specific strategies needed to ensure effective learning for all students, which might for instance include ways to encourage school attendance, ensure remedial education for weak students, especially for those made most vulnerable by the COVID-19 pandemic, and improve learning results in minority groups, such as Roma students, especially Roma girls, special needs students, and so on. Schools that use SIPs effectively in these ways, would be selected as resource schools to mentor other interested schools in improving their learning outcomes.

This subcomponent would finance technical assistance activities aimed at: (i) revision of the school improvement framework and training of the Education Inspectors and BDE staff (ii) supporting of all primary schools in development of the SIPs, and (iii) designing and implementing a grant program to support activities. The sub-component would also finance the provision of School Grants to selected primary schools to finance activities to ensure effective learning for weak and vulnerable students and those made most vulnerable by the COVID-19 pandemic.

### ➤ **Grant Program for primary schools**

The aim of the Grant program for primary schools is supporting of school activities to ensure effective learning for weak and vulnerable students and those made most vulnerable by the COVID-19 pandemic. All primary schools are eligible for the grant program and will receive technical assistance to conduct self-evaluation, to develop innovative SIP and grant application.

- **Responsible bodies to support Grant Program implementation**

The following institutions/bodies and mechanisms will contribute for successful implementation of the Grant program: Ministry of education and science (MoES), Project Management Unit (PMU), Grant approval committee (GAC), Primary schools, State educational inspectorate (SEI).

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<sup>3</sup> An excellent example of such an approach is Janssen (2020) Learning Recovery Approach

<sup>4</sup> Targeting will be done in cooperation with the Ministry of Labor and Social Policy

The MoES is responsible for the overall implementation of the Grant Program. Its task is to secure financial, procurement, implementation, monitoring and evaluation mechanisms.

PMU has responsibility for monitoring of the school grant projects, project coordination as well as assisting to MoES in successful implementation of the Grant Program.

GAC will be established prior the introduction of the grant program and will be consisting of two representatives of the MoES, one member from the BDE, one representative of the SEI and one representative of the Association of the Units of Local Self-government (ZELS). The GAC that will be established and headed by the MoES and PMU will be responsible for evaluating and selecting grant applications from the schools. The GAC will be guided by criteria described in the Grant Operations Manual (GOM), as approved by the World Bank.

SEI has responsibility in supporting schools to conduct self-evaluation and prepare Self-evaluation Reports, to continue to externally assess schools and prepare Evaluation Reports, to review/update or prepare school improvement plans, support PMU and MoES in project activities, ensure schools are reporting to PMU on grant project implementations etc.

Primary schools are responsible for the entire project implementation cycle.

Detailed list of responsibilities for each responsible body will be given in the Grant Operational Manual.

- **Eligible activities under the Grant Program for primary schools**

The activities related with tutoring, counseling, and coaching of vulnerable group of students (Roma students, students with special education needs, students from low income families, other students with high drop-out risk etc.) which can support schools to become inclusive, provide equal opportunity for all children, provide skills for life-long learning are eligible for financing. The tutoring/coaching shall be conducted in the fields of literacy and numeracy.

- **Grant Program Budget and school allocation formula**

The total indicative budget for the Grant program for primary schools is 1,100,000 USD. The total indicative amount per school is up to 10,000 USD. Each school can have up to 5 mentors/tutors for mentoring up to 25 students per school.

All public primary schools are eligible to submit proposals. Up to 110 primary schools will be awarded grants based on merit on their proposals in 2 cycles of implementation of the grant program (school year 2022/2023 and 2023/2024) with possibility of extensions if the funds are not spent in the first two cycles.

- **Application process**

Schools Improvement Plans and Grant Proposals are developed by schools themselves, based on the identified areas for improvement in the Self-evaluation

report. The school director, in close cooperation with the School Governing Board, will establish a commission (school team) within the School Governing Board, including teachers and members from the community who are ready to support the development and implementation process of the project. This commission will conduct the process of drafting the school development plan and grant proposal, and later their implementation. The School Governing Board first will draft the school development plan and then, based on the priorities stated in the development plan, it will prepare the school grant proposal. Each grant proposal need to include:

1. The School improvement plan
2. Summary of the diagnostics and the challenges that the schools and its students are facing (stated in the SIP) regarding areas that can be treated by its intervention and proposed activities for overcoming them.
3. Proposed activities and modes of mentoring/tutoring, prepared individual tutoring plans for each student, monitoring and evaluation of the mentoring/tutoring cycles and learning outcomes planned to be achieved for each student.
4. Resumes of selected mentors/tutors (full list of criteria for selection of mentors/tutors will be given in the Grant Operational Manual. While selecting the mentors/tutors, the school council should give priority to last year students and recently finished but unemployed students , having in mind their educational background in reference to the subject they will work on , their abilities and their interests)

- **Eligible schools**

Although all primary schools are eligible for the grant program and will receive technical assistance to develop their SIP and grant application, priority will be given to:

- schools that have the highest number of student/teacher ratio;
- schools that have the highest number of students that are beneficiaries of the Student Allowance benefit, implemented by the Ministry of Labor and Social Policy ;
- Schools that have a higher dropout rate.

- **Mechanisms for Transfer of Funds**

The approved funds will be transferred directly to the personal accounts of the Mentors/Tutors through an intermediary agency that deals with payments to part time workers.

MoES would also receive technical assistance for the development of a Grant Operational Manual (GOM) which will define the detailed grants' approval and implementation arrangements for awarding grants. The completion of the GOM satisfactory to the World Bank would be a condition for disbursing against this activity. The key instrument for implementing grants would be the grant agreement between the MoES and the awarded schools.

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**Citizen Engagement:** The school self-assessments and SIPs that result from the process will be developed with the participation and engagement of local communities, namely parents and students as beneficiaries of primary education, as well as teachers, associates (MPST), and local authorities (founders) as representatives of the school. Together, representatives of these groups comprise the school board for each school. While the school responsible has the autonomy and responsibility for preparing the SIP, the school board will be consulted and engaged in that SIP preparation process. School boards can suggest areas for improvement based on their meetings with other parents and students and request that the school adapt or improve the SIP. This participatory process will ensure that key stakeholders' voices are heard and that they are aware of actions taken based on their feedback, thereby closing the feedback loop. Grants would only be provided in cases where SIPs were developed with the active participation and engagement of local communities via their school board and where such engagement has been credibly documented as part of the school self-assessment and planning process. An annual online survey of school board members would be conducted to capture feedback and report on board members' satisfaction with their engagement during the SIP preparation process and with the actions taken as a result of their feedback. This survey would be complemented by face-to-face or virtual focus group discussions with school board members to obtain feedback on the effectiveness of SIP processes and to discuss survey results to inform implementation. This will inform the beneficiary feedback indicator in the project results framework.

### **Sub-component 1.2 Improving the Learning Environment**

Spaces that are designed with young students in mind promote learning.<sup>5</sup> In line with this, this sub-component will finance investments to upgrade and improve the learning environment in primary education. Such investments, to be made centrally by the MoES through the PMU, would include:

- i. *Upgrading of the physical learning environment.* While no major works are planned, select schools may benefit from:
  - a. *Upgrades in basic infrastructure:* where needed, minor rehabilitation will be provided to upgrade electricity, lighting, connectivity, gender sensitive<sup>6</sup> toilet and sanitation facilities, and community spaces for teachers and learners. Investments in school infrastructure will be done for schools that have utilization rate above 65 percent. School utilization rate shall be determined based on the following formula.

$$\text{School Utilization rate} = \frac{\text{Number of students served}}{\text{Maximum enrolment capacity}} \times 100$$

<sup>5</sup> Tigran Shmis et al. (World Bank, 2020)

<sup>6</sup> The project will support the Ministry to develop a standard, criteria and guideline for the gender sensitive sanitation facility (e.g. separate toilets with doors, with access to water, soap, toilet paper, and garbage disposal)



Number of students served is the total number of students that attend the school at a given date in all shifts

Maximum enrolment capacity is the number of classrooms in use, multiplied by the maximum number of students allowed in a classroom

- b. *Enhancements to learning environments* that are multifunctional, internet-connected, and conducive to learning. The project will finance multifunctional ICT rooms, science laboratories, as well as libraries, with age-appropriate furniture and the most appropriate equipment.
- ii. *Updating of learning resources*. Classrooms will also be provided with teaching and learning materials: resources such as age- and level- appropriate books, learning manipulatives (objects, toys, and games), posters, etc. will be provided in all official languages in North Macedonia.

### **Climate Mitigation and Adaptation Approach:**

Under the SIPs supported in sub-component 1.1, the project would support distance learning measures, offline materials and adoption of the 'e-diary' to maintain connectivity with students and parents and ensure continuity of learning in the face of shocks, including future waves of COVID-19 as well as climate-induced incidents which prevent students from physical attendance. While distance learning measures are intended to support educational resilience broadly, they would also help schools to adapt their delivery model and maintain continuity of operations in the event of environmental hazards like floods or extreme weather that require localized school closures.

Under sub-component 1.2, project-supported investments in basic infrastructure, learning environments, and learning resources would be made with a view towards strengthening climate resilience of primary schools in North Macedonia, in line with global good practices and EU norms and standards. As mentioned, North Macedonia has potential to improve climate mitigation through greater energy efficiency and improve climate adaptation through improved resilience to common climate-induced hazards, namely river flooding and extreme temperatures. Though infrastructure upgrades will be minor in scope, the project will guarantee efforts to adapt school infrastructure to such hazards through climate-proof design and planning. Basic infrastructure investments would be made in accordance with EU norms for climate mitigation (including *inter alia* energy-efficient equipment and appliances, solar panels for carbon-neutral lighting, heating of facilities, and producing sanitary hot water) and for climate adaptation (including *inter alia* drainage improvement for flood control and insulation measures to adapt to extreme temperatures. Learning environment enhancements would include *inter alia* ICT equipment, air conditioning devices, network infrastructure, specialized IT equipment for students with disabilities or special educational needs, science laboratory equipment, and school furniture. These investments would also comply with good practices of climate resilience and environmental management (e.g. by prioritizing energy-efficient equipment). Given that

all investments under sub-component 1.2 will be procured centrally by MoES through the PMU, the MoES will be able to ensure investments are made consistent with national laws and European norms for climate resilience as mentioned in the EU Strategy for Climate Adaptation and associated technical standards.

The science and ICT laboratory equipment and associated learning resources and materials, including books, would also support improved implementation of the natural sciences curricula in primary schools, which together with civic education curricula covers topics relevant to climate adaptation and mitigation like environmental protection and sustainable development.<sup>7</sup> For example, by 8<sup>th</sup> grade, Macedonian students are expected to understand and explain the problems and consequences of anthropogenic activities, pollution of soil, water and air, changes in water supply, measures for protecting water resources and air quality, and urbanization and pollution problems in big cities and rural areas. The science laboratory and ICT equipment, along with associated learning materials, will facilitate the improved teaching and learning of natural and earth sciences that are critical for developing environmental literacy in the next generation, ultimately contributing to climate adaptation and mitigation over the long-term.

### **Sub-component 1.3 Promoting accountability through information sharing.**

A complement to sub-components 1.1 and 1.2, sub-component 1.3 would be included to promote accountability by sharing information about schools with stakeholders, as this has been shown to be a simple yet effective way to hold concerned actors (schools) more accountable to stakeholders (families, the local community, the Ministry). Several ways to do this are available.<sup>8 9</sup> The most appropriate model for North Macedonia would likely be starting with a 'soft' approach, which includes (i) the presentation of information on simple descriptive statistics for each school (number of students, number of teachers in the school, major findings of the school's self-assessment, details of the SIP and progress towards SIP objectives/targets, and so on, like a 'school report card') and (ii) consultations with local communities to ensure awareness of school performance information. As data on school-level student learning outcomes become available, this information might eventually be included to strengthen the accountability chain and provide key stakeholders at the school and community level with more detailed information on student learning results.<sup>10</sup>

## **Component 2. Reform of the Monitoring and Evaluation of the National Progress in Learning**

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<sup>7</sup> Environmental education is integrated as part of the natural sciences curricula in grades 1-6 and as part of the biology, geography, and chemistry curricula for grades 7-9. Elective courses for grades 7-9 also include a separate course on environmental education.

<sup>8</sup> See Brun et al. 2011. *Making Schools Work*. This can be done by reporting on results at the student or the school level.

<sup>9</sup> Cheng, Xuejiao and Kurt Moses. "Promoting transparency through information: A global review of school report cards." (2016). <https://www.semanticscholar.org/paper/Promoting-transparency-through-information-%3A-A-of-Cheng-Moses/161dc58ba41337354358acac0d4c8f8f0a50ae39>

<sup>10</sup> In some cases, making sensitive information available can cause problems. When schools in Los Angeles, California were mapped, there was a general outcry because the weakest schools were in the poorest neighborhoods where funding to schools was low, while the best schools were in wealthy neighborhoods. The lack of equity was decried.

The objective of this component is to improve the student assessment system at the primary level through (i) the development of the National Assessment Program and (ii) dissemination and utilization of assessment data at school and central levels.

The Ministry of Education and Science recognizes the importance of assessment-related data in evaluating the quality of education and in formulating policies. The MoES is committed to evidence-based policymaking but recognizes that objectively verifiable evidence as to the current situation is limited. The MoES requires the proposed National Assessment Program (NAP) to provide an accurate snapshot of standards achieved by learners in the primary phase of education and to establish a reliable baseline against which future progress may be monitored.<sup>11</sup> The project will provide technical assistance to the MoES and NEC in establishing of the National Assessment Program aiming to provide reliable and objectively verifiable data on the standards of achievement of students in learning domains considered to be of special importance during primary education. This data will provide evidence for developing and advancing educational policies in the country in order to achieve modern world educational standards. This component would also support the NEC's participation in International Large-Scale Assessments.

**Developing a NAP for primary grades will require developing age-appropriate sample-based assessments for, initially, grade 3 and grade 5.**<sup>12</sup> These will focus on the key enabling skills of basic mathematics (numeracy) and language (i.e. mother tongue/language of instruction). The assessment frameworks and tests for the NAP for primary education that will be developed will be rooted in the curricula of the MoES and the levels of achievement used for reporting will reflect both the learning objectives contained within national curricula, associated standards, and so the reality of the situation in the nation's classrooms. This will be a sample-based assessment,<sup>13</sup> an approach used in all international studies, that allows sufficiently precise measurement of student achievement whilst using minimum resources. Data obtained will be aggregated at the system level and the district level with an acceptable level of precision.<sup>14</sup>

The component would, therefore, support the Government's agenda to reform assessment through:

### **Subcomponent 2.1. Development of a National Assessment Program.**

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<sup>11</sup> The State Examination Centre's expert working group has drafted a position paper outlining the issues, considerations and recommendations for this national assessment program: *National Assessment of Student Achievement in the Republic of North Macedonia: Issues, Considerations and Recommendations: A Position Paper drafted by the State Examination Centre's Expert Working Group for preparing the State Testing Concept* (Skopje, 2020).

<sup>12</sup> When National Assessments for these cohorts are well-established and when resources allow, a third target cohort will be added to complete the system, students nearing the end of Grade 9, and a third subject, science, might be added at all grade levels.

<sup>13</sup> Once it is embedded in the system, it may be possible to move towards the testing of all learners in Grades 3 and 5 (and possibly 9) for the purposes of tracking the progress of individual students. This should be a long-term goal.

<sup>14</sup> Data from the assessment cannot and will not be used by any authority to monitor the performance of individual students, to evaluate the performance of individual teachers, or to make comparisons between the achievements of individual schools.

This sub-component aims at providing technical assistance to the MoES and the National Examination Center (NEC) to implement the National Assessment as stipulated in the Concept for National Assessment in Primary Education as well as to strengthen the relevant capacity of the NEC in terms of human, technical and financial resources. The project would support the development and administration of at least two cycles of literacy and mathematics in grade 3 and 5 initially. The process for each grade takes three years to complete: the first year includes survey design and pre-testing of instruments; main data collection (testing) takes place in the second year; and, reporting and dissemination takes place in the year following the main data collection. The project would support strengthening the capacity of the Ministry and, in particular, the NEC to carry out the entirety of this process.

### **Subcomponent 2.2. Maximizing use of NAP results at the Ministerial and School Level.**

1. Once developed, results from the NAP will be used to inform policy reform at the ministerial level and through action at the school level. This would entail providing technical assistance and training in the following ways:
  - a. **For NEC staff.** NEC staff would receive comprehensive training and support in data analysis and reporting. Strengthening NEC's capacity to carry out the necessary psychometric analysis, including the application of Item response theory (IRT), will be an immediate priority. Specialized software will be procured, and two or more members of staff will be trained in its use in applying IRT. Following analysis, preliminary quantitative results will be summarized in tables, diagrams, and charts. NEC's staff will be also trained to follow international standards in presenting such data. In particular, all key statistical indicators will be presented with relevant standard errors or confidence intervals to allow meaningful comparisons to be made.
  - b. **For Ministry, BDE and State Education Inspectorate (SEI) staff.** Concerned ministerial stakeholders would be provided with training to learn how to interpret and analyze NAP data in the interest of using it for policy reform.
  - c. **At the School Level.** For those schools covered in the sample, training would be provided to the school principals on how to interpret and act on NAP results at the school level while training for teachers will focus on how to help them interpret and act on NAP results at the student level. Schools not directly included in the sample would still receive feedback on the overall results of the assessment at the national and local/regional level and would be supported (under Component 1) to use that information together with data specific to their school to develop their SIPs.
    - d. **Stakeholders: local authorities, parents and academia.** Customized reports will be made available for each of these groups, along with dissemination workshops.

### **Component 3. Enhancing Teacher, Multi-Professional Support Teams, and School Leader competencies**

The objective of this component is to improve competencies of school staff through (i) implementation of professional standards and (ii) modernization of in-service professional development programs.

### **Subcomponent 3.1. Implementing Teacher, Multi-Professional Support Teams, and School Leader standards.**

A significant body of research demonstrates that both i) the teacher and ii) the quality of teaching are crucial determinants of student learning.<sup>15</sup> The objective of this sub-component is to operationalize the standards that have already been developed in line with the new laws on Primary Education and Teachers as laid-out in the relevant Rulebooks<sup>16</sup>. The operationalization of the standards also requires strengthening capacity in terms of human, technical, and financial resources in the Ministry and concerned agencies, such as the Bureau for Development of Education (BDE) and the State Education Inspectorate (SEI).

In particular, this would also involve:

- a. Technical assistance being provided to support the Bureau for Development of Education (BDE) to operationalize the standards. For teachers, these standards have been defined in the rulebook. The standards will be used for teacher self-assessment to identify PD needs and for a formative assessment of the teacher by the BDE and school directors to support improvements in teaching. The assessment will result in a report with feedback and directions for further work, which will be kept in the teacher's file. Teacher assessment reports will be used to improve school performance and inform career advancement.
- b. Technical assistance will also be required to operationalize career paths for teachers, MPST, and school leaders. The new laws identify new positions<sup>17</sup> -- in teaching, for instance, there will be new mentor-teacher and advisor-teacher positions -- and putting these into place will require the necessary procedures and budgetary support. The Project will help the BDE to develop these procedures and monitor the introduction of these new positions. These new positions are essential, however, for the reform effort because they will help identify the teaching expertise needed to improve INSET (and possibly PRESET). That is, these master teachers can support i) weaker teachers with their PD needs; ii) lead INSET PD efforts in schools more generally within the Teacher Actives or iii) work online. These positions could also be involved in strengthening PRESET by being mentors i) to student-teachers during their practicums and ii) to trainee teachers during their induction period and iii) to novice teachers entering the first years of service.

### **Subcomponent 3.2. Modernizing In-service Professional Development**

The new Project is in a strong position to build upon the ongoing reforms in In-service Teacher Professional Development (INSET) that have been started in North

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<sup>15</sup> (Darling-Hammond, 2019)

<sup>16</sup> Pursuant to article 24, paragraph (2) of the Law on Teachers and Teaching Assistants in Primary and Secondary School ("Official Gazette of the Republic of North Macedonia" no 161/2019) ; Rulebook on the basic professional competencies of the teachers in the primary and secondary schools by areas (MOES , 2020) and Rulebook on the form and content of the personal plan for the professional development of teachers and professional associates in primary and secondary schools ( MoES, 2020)

<sup>17</sup> The Palestine Teacher Professional Development Index (PTPDI) could serve as a model.

Macedonia, such as the competency-based teacher standards that have been developed, the new law on Teachers, the online platform for teachers, as well as the existing Teacher Actives. The modernizing of INSET requires not only strengthening the BDE's capacity in terms of human, technical, and financial resources, but also other related agencies as well, like the State Education Inspectorate (SEI) and concerned units with the Ministry.

In particular, the new law on Teachers stipulates that teachers are required to pass 60 hours of professional learning within three years. In response to this, the Bureau for Development of Education (BDE) is expected to prepare a catalog of available professional learning courses, based on teacher standards, accredit the professional learning programs and providers in this catalog, and monitor the implementation of these learning courses.

In line with this, the Project will support the BDE to make in-service training more pertinent by:

- a. allocating appropriate resources to and strengthening capacity in the BDE
- b. identifying PD needs and developing content;
- c. adjusting delivery – how PD is provided;
- d. improving support to teachers (through learning resources, Teacher Actives, and resource persons); and,
- e. providing incentives and strengthening accountability for PD.

The BDE requires the appropriate resources so that it can lead the reform in in-service professional development. The necessary staff, technical assistance, and material conditions will be made available to the Bureau for Development of Education to support the reform agenda.

In terms of identifying PD needs, this will be carried out with the following approaches that evaluate teacher *competencies* (what they know and how they teach it):

- a. Assessment of a teacher's competency in relation to established teacher standards will be done through self-assessments.
- b. Assessment of classroom practice (the strategies teachers are using to teach) by using classroom observations, like the World Bank's TEACH instrument.

The evidence from these evaluations will guide the development of PD content. The assessments above would reveal what should be mandatory learning for all teachers and what could be elective. The BDE will oversee the development of this content. Once the content of the courses and the audience for these courses is agreed upon (the faculties of education could be involved in establishing guidelines), the BDE will invite teacher PD providers to develop professional learning modules that become part of an available catalogue of PD offerings. The BDE will accredit these providers and their PD offerings. Once developed, the learning modules need to be tested to see that teachers are effectively learning from them. In all cases, technical assistance will be provided to help the BDE i) create a catalogue of face-to-face and online modules (some of which will be new and some already provided by UNICEF and MoES through the new national platform for on-line learning), ii) ensure the quality of that online content through

accreditation<sup>18</sup>, iii) implement those modules<sup>19</sup>, and iv) monitor their effectiveness in improving teacher knowledge, instructional practice, or attitudes. To this end the BDE will be trained to use Teach tool. Teach is the first tool to holistically measure what happens in the classroom. It does so by considering not just time spent on learning but, more importantly, the quality of teaching practices<sup>20</sup>

**Adjusting the delivery of PD.** The BDE's capacity to offer good quality in-service professional development will be improved by using multiple high-quality training pathways in i) dedicated centers for professional development (as is currently the case); ii) in schools where PD can be encouraged through the *Teacher Actives* and iii) through online initiatives<sup>21</sup>, which will require software solutions, platforms, and the training of learning staff (see below). It is by combining these three channels, connecting them all, that a move from PD being an *occasional* activity to making it an *ongoing* concern can occur more readily.

**Improving support to teachers** is essential. This can be done by:

- a. Making **resources**, such as teaching materials, including online resources, available through the national platform for online learning . The main goal of this initiative is to support the newly established national web-based platform that will improve the quality of teaching and learning through co-creation and innovation, involving teachers, parents and children. The Project will offer TA and financial resources to ensure the appropriate quantity and quality of the resources found on that platform.
- b. Making **resource-persons** available by i) training mentor-teachers to support teachers;<sup>22</sup> ii) training advisor-teachers to support the *Teacher Actives*,<sup>23</sup> and, iii) identifying resource persons that support the use of technology.<sup>24</sup>

It is also important to **provide incentives and strengthen accountability** in connection to PD. To this end, the Project will support implementation of the provisions in the new Laws related to career advancement. TA and financial support will be made available to assist the BDE in developing a management system to track teachers' PD and reward them accordingly.

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<sup>18</sup> Through QCBS

<sup>19</sup> 60 hours of professional learning for each teacher within the period of 3 years

<sup>20</sup> Teach: Helping Countries Track and Improve Teaching Quality (World Bank, 2019)

<sup>21</sup> A move that has been jump-started by the need to stay connected during the COVID-19 lockdown.

<sup>22</sup> By starting with teacher in-class instructional practice; provide support and coaching to improve that instructional practice. Use COACH to assess that practice.

<sup>23</sup> semi-formal school bodies that are usually established by the school director in each primary school and serve for horizontal support of teachers and exchange of good practice among teachers that are responsible for the same teaching subject.

<sup>24</sup> Examples of good practice from other countries reveal how to prepare educators to use technology for teaching and learning. One important way is facilitating peer mentoring. Korea, for example, piloted and then fully launched an online peer support program to help teachers transition to distance learning. The program connects volunteer teachers nationwide with peers who have requested support, and they work together to set up an online classroom or plan for online lessons. Between 2015 and 2019, Finland provided national-level funding to train a network of "tutor-teachers" responsible for supporting their peers' learning, with a focus on using digital tools. Almost all municipalities surveyed reported that they planned to continue the tutor-teacher program even once national funding ended. Similarly, Estonia has a network of school-based educational technologists, teachers who specialize in helping their peers integrate technology in innovative ways. During distance learning, they have provided support in their schools and at the national level through an educational technology advice hotline.

### **Subcomponent 3.3 Introducing changes to Pre-service and new Teacher Selection**

It has been noted that new teachers entering the profession are weak, so measures will be taken to improve pre-service education. As PRESET cannot be significantly revised at the moment, a first reform step<sup>25</sup> for pre-service training would be to improve the transition from pre-service training into teaching by improving i) the coaching and mentoring of student teachers during in-school practicums (in pre-service training) and ii) the coaching and mentoring of new trainee teachers as they go through induction and then new teachers in their first years of service. The new positions of mentor-teacher or adviser-teacher in the new law could ensure this role. The Project will support the BDE in selection of the model schools that will provide this practicum and capacity building of new mentor- teachers for this new role. In addition, the Project will provide incentives to schools to participate and maintain high quality teaching and learning practices.

### **Component 4. Sector management, project management and M&E**

This component will support the day-to-day management of the project implementation and the M&E of its objectives and outcomes. This component will finance the activities that would ensure effective administration and implementation of the project by supporting (a) the operation and straightening of the Project Management Unit (PMU), including the provision of operating costs and (b) development and implementation of a M&E system for the project. In addition, this component will support analytical work related to the primary education sector efficiency and implementation of those recommendations.

#### **Subcomponent 4.1 Improving evidence-based sector management**

As noted above, inefficiencies in the sector and feasibility of solutions deserve greater study so that the government is better informed and better placed to take the evidence-based steps to improve efficient management of the system and fiscal resources without infringing on access, quality, or inclusivity. In need of study are the issues of school optimization and funding formulas, both of which are directly connected to the organization and quality of instruction in primary schools. The government considers school optimization and revision of the current funding formula as top priorities and both are featured its recent plan for 2020-24 for the education sector. The analytical underpinnings for the new formula in primary education are done during the project preparation and to some extent the analytical work related to school network optimization. Because of the constraints on movement and the limitations on the use of school facilities imposed by the COVID-19 pandemic, the assessment of the network could not be studied during project preparation and so should be explored during project implementation.

**School optimization feasibility.** The project will support the government to undertake a detailed feasibility study to explore the extent to which different optimization options and scenarios are possible depending on local conditions and defined criteria. This

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<sup>25</sup> This would be the first step. A roadmap outlining pre-service reform could be developed, which could be followed up in a later project.



would suggest how school networks at the local level could be adjusted over time to better utilize ways of using physical and human resources in relation the declining student population. Optimization may offer an opportunity to make education spending more efficient and, provided it is done equitably, could release facilities for preschool and secondary programs and reduce the need for some auxiliary services, such as lodging and transportation. It could also be an exercise that helps to rebalance student/teacher ratios through human resource re-allocation, one that does not necessarily imply teacher attrition.

**Primary and secondary per-student funding formulas.** This sub-component will also support the MOES to evaluate the adequacy of the current primary and secondary funding formulas. Both formulas aim to protect resources for low-density schools—which usually have low-income students and are likely to be allowed higher per student amounts. However, this creates smaller class sizes. Meanwhile, education funds do not adequately cover the capital investments required to keep facilities in good condition. In other words, the current formulas create an unsustainable financial situation. Herczyński (2019) has made recommendations about this that deserve to be revisited.

#### **Subcomponent 4.2. Project management, Monitoring and Evaluation**

This subcomponent will support the operation of a PMU which will report to the Project Director and which will be responsible for all day-to-day project implementation activities, as well as procurement, disbursement, accounting, and safeguards functions. World Bank financing will be provided for consultants hired in the PMU, as well as for assistance and training to all project staff, project audits, office equipment, and incremental operating costs. Strengthened analytical capacity and M&E activities will provide important feedback mechanisms for policy, effectiveness, and credibility of the activities supported under the project. The project will support the design and implementation of (a) tools to monitor the Results Framework for the project (b) evaluations to review and assess the implementation of the programs/activities supported under the project and (c) implementation of citizen engagement activities and surveys.

## **ANNEX 2. PROCUREMENT METHODS AND COMPLAINTS HANDLING**

### **1. Selection methods for Goods, Works and Non-consulting Services:**

- a. Request for Proposals (RFP);
- b. Request for Bids (RFB);
- c. Request for Quotations (RFQ); and
- d. Direct Selection.

#### **a. Request for Proposals (RFP)**

RFP is a competitive method for the solicitation of Proposals. It shall be used when, because of the nature and complexity of the Goods, Works, or Non-consulting Services to be procured, the business needs are better met by allowing Proposers to offer customized solutions or Proposals that may vary in the manner in which they meet or exceed the requirement of the request for proposals document. During the preparation of the PPSD, usage of this type of procurement method was not identified. If during the project implementation, the need for using this method arises, the steps to be followed are described in the applicable Procurement Regulation.

#### **b. Request for Bids (RFB)**

RFB is a competitive method for the solicitation of Bids. It shall be used when, because of the nature of the Goods, Works, or Non-consulting Services to be provided, the implementing agency is able to specify detailed requirements to which Bidders respond in offering Bids.

Procurement under this method shall be conducted in a single-stage process. Qualification criteria (minimum requirements normally evaluated on a pass/fail basis) are normally used with RFB. Rated-type evaluation criteria are normally not used with RFB.

#### **c. Request for Quotations (RFQ)**

RFQ is a competitive method that is based on comparing price quotations from firms. This method may be more efficient than the more complex methods for procuring limited quantities of readily available off-the-shelf goods or non-consulting services, standard specification commodities, or simple civil works of small value. Quotations shall be obtained through advertisement or, when limited competition is justified, through a request for quotations (RFQ) directly sent to not fewer than three (3) firms. Firms shall be given sufficient time to prepare and submit their quotations, not less than 5 business days. The evaluation of the quotations and contract award shall be carried out according to the criteria specified in the RFQ. The terms of the accepted quotation shall be incorporated in a contractually binding document. The PMU shall keep records of all proceedings regarding RFQs.

#### **d. Direct Selection**

Proportional, fit-for-purpose, and VfM considerations may require a direct selection approach: that is, approaching and negotiating with only one firm. This selection method

may be appropriate when there is only one suitable firm or there is justification to use a preferred firm (more details are given in the applicable Procurement Regulations).

### **Use of Brand Names**

Specifications shall be based on relevant technical characteristics and/or performance requirements. References to brand names, catalogue numbers, or similar classifications shall be avoided. If it is justified to specify a brand name or catalogue number of a particular manufacturer to clarify an otherwise incomplete specification, the words 'or equivalent' shall be added after such a reference to permit the acceptance of offers for Goods that have similar characteristics and performance at least substantially equivalent to those specified.

## **2. Selection methods for Consulting Services:**

- a. Quality and Cost-based Selection (QCBS);
- b. Fixed Budget-based Selection (FBS);
- c. Least Cost-based Selection (LCS);
- d. Quality-based Selection (QBS);
- e. Consultant's Qualifications-based Selection (CQS); and,
- f. Direct Selection

### **a. Quality and Cost-based Selection (QCBS)**

QCBS is a competitive process among shortlisted consulting firms under which the selection of the successful firm takes into account the quality of the proposal and the cost of the services. The Request for Proposals document shall specify the minimum score for the Technical Proposals. The relative weight to be given to the quality and cost depends on the nature of the assignment. Among the Proposals that are responsive to the requirements of the request for proposals document and are technically qualified, the proposal with the highest combined (quality and cost) score is considered as Most Advantageous Proposal. More details are given in the applicable Procurement Regulations.

### **b. Fixed Budget-based Selection (FBS)**

FBS is a competitive process among shortlisted consulting firms under which the selection of the successful firm takes into account the quality of the proposal and the cost of the services. In the Request for Proposals document, the cost of services is specified as a fixed budget that shall not be exceeded. FBS is appropriate when:

- the type of Consulting Services required is simple and can be precisely defined;
- the budget is reasonably estimated and set; and
- the budget is sufficient for the firm to perform the assignment

The Request for Proposals document specifies the budget and the minimum score for the technical Proposals. The Proposal with the highest technical score that meets the fixed budget requirement is considered the Most Advantageous Proposal. More details are given in the applicable procurement regulations.

### **c. Least Cost-based Selection (LCS)**

LCS is a competitive process among shortlisted consulting firms under which the selection of the successful firm takes into account the quality of the proposal and the cost of the services. LCS is generally appropriate for assignments of a standard or routine nature (such as engineering designs of non-complex works), for which well-established practices and standards exist.

The Request for Proposals document specifies the minimum score for the Technical Proposals. Among the proposals that score higher than the minimum technical score, the proposal with the lowest evaluated cost is considered the Most Advantageous Proposal.

#### **d. Quality-based Selection (QBS)**

Under QBS, the proposal quality is evaluated without using cost as an evaluation criterion. If the Request for Proposals requests both technical and financial proposals, the financial proposal of only the highest technically qualified firm is opened and evaluated to determine the Most Advantageous Proposal. However, if the request for proposals document requests only technical proposals, the firm with the highest-ranked technical proposal is invited to submit its financial proposals for negotiations.

QBS is appropriate for the following types of assignments:

- complex or highly specialized assignments for which it is difficult to define precise TOR and the input required from the firm, and for which the implementing agency expects the firm to demonstrate innovation in its proposals;
- assignments that have a high downstream impact; and
- assignments that can be carried out in substantially different ways, so that Proposals will not be comparable.

#### **e. Consultant's Qualification-based Selection**

The PMU shall request expressions of interest (REOI), through advertisement, or through direct targeting, by attaching the TOR (or a link to the ToR) to the REOI. At least three qualified firms shall be requested to provide information about their relevant experience and qualifications. From the firms that have submitted an EoI, the EC selects the firm with the best qualifications and relevant experience and invites it to submit its technical and financial proposal for negotiations. CQS is appropriate for small assignments or emergency situations in which preparing and evaluating competitive proposals is not justified.

#### **f. Direct Selection**

Proportional, fit-for-purpose, and VfM considerations may require a direct selection (single-source or sole-source selection), approach, that is approaching and negotiating with only one firm. This selection method may be appropriate when only one firm is qualified, a firm has experience of exceptional worth for the assignment, or there is justification to use a preferred firm (more details are given in the applicable Procurement Regulations).

### **2.1 Selection Procedures for Consulting Firms when using QCBS, FBS or LCS method**

1. Prepare and Publish the Request for Expressions of Interests (REoI). The REoI includes the complete TOR or a link to the ToR posted on a free access web site;
2. Submission of Expressions of Interests: give firms sufficient time to respond to the REoI, normally no less than 10 Business Days. Late submission of an expression of interest (EoI) is not cause for its rejection unless the MoES/PMU has already prepared a Shortlist of qualified firms based on EoIs received;
3. Shortlisting: assess the expressions of interest to determine the Shortlist. The criteria to be used for short listing may normally include: core business and years in business, relevant experience, technical and managerial capability of the firm. Key personnel are not evaluated at this stage. The final Shortlist is communicated to all firms that expressed interest, as well as any other firm or entity that requests this information. The invitation to Shortlisted firms to submit Proposals includes the names of all Shortlisted firms.

The Shortlist shall include not fewer than five (5) and not more than eight (8) eligible firms. The Bank may agree to Shortlists comprising a smaller number of firms when not enough qualified firms have expressed interest in the assignment, not enough qualified firms could be identified, or the size of the contract or the nature of the assignment does not justify wider competition.

The following are not normally to be included in the same Shortlist with private sector firms:

- UN Agencies; or
  - SOEs or institutions and not-for-profit organizations (such as NGOs, and universities), unless they operate as commercial entities.
  - If such entities are included in the list, the selection should normally be made using QBS or CQS. The Shortlist shall not include individual Consultants.
4. Issue Request for Proposals document to all the Shortlisted firms. The firms should be given sufficient time to prepare their Proposals depending on the nature and complexity of the assignment (normally not less than 10 business days);
  5. Proposal Submission,
  6. Technical Proposal Opening and evaluation of technical proposals:
  7. Evaluation of Technical Proposals: the evaluation of the technical Proposals shall be in accordance with the evaluation criteria specified in the request for proposals document;
  8. Communications of results: once the evaluation of technical Proposals is complete, the PMU shall inform all firms that submitted Proposal on their score and whether they met the minimum qualifying technical score specified in the request for proposals document. The PMU shall simultaneously notify the firms that have met the technical Proposal requirements of when the financial Proposal shall be opened.
  9. Financial Proposals Opening: Financial Proposals shall not be opened earlier than seven (7) Business Days from the communication of technical evaluation results to the Consultants.
  10. Evaluation of Financial Proposals: shall meet the requirements indicated in the request for proposals document;
  11. Combined Quality and Cost Evaluation: shall meet the requirements set out in the request for proposals document;

12. Negotiations: Negotiations shall include discussions of the TOR, the methodology, Client's inputs, and special conditions of the contract. These discussions shall not substantially alter the original scope of services under the TOR or the terms of the contract;
13. Notification of Intention to Award and Standstill Period: as per Procurement regulations (Paragraphs 5.75 to 5.77-Notification of Intention to Award, and Paragraphs 5.78 to 5.80-Standstill Period);
14. Award of Contract and publication of contract award: as per Procurement regulations (Paragraphs 5.88 to 5.92- Conclusion of Standstill Period and Contract Award, and Paragraphs 5.93 to 5.95-Contract Award Notice); and
15. Debriefing: as per Procurement regulations (Paragraphs 5.81 to 5.87- Debriefing by the Borrower)

## **2.2 Selection Procedures for Consulting Firms when using QBS method**

1. Shortlisting: same as when using the methods QCBS, FBS or LCS method
2. Issue Request for Proposals document to all the Shortlisted firms;
3. Proposal preparation period: the MoES/PMU shall allow sufficient time for the firms to prepare their Proposals depending on the nature and complexity of the assignment;
4. Proposal Submission: the MoES/PMU shall choose between the following two (2) alternatives:
  - i. the technical and financial Proposals shall be submitted at the same time in two (2) separate and sealed envelopes; or
  - ii. only the technical Proposal shall be submitted and after evaluating the technical Proposals, the MoES/PMU shall request the firm with the highest ranked technical Proposal to submit a detailed financial Proposal for negotiations;
5. Technical Proposal opening and Evaluation of Technical Proposals: the evaluation of the technical Proposals shall be in accordance with the evaluation criteria specified in the request for proposals document;
6. Communications of Results: the MoES/PMU shall:
  - i. notify the consulting firm that has the highest score for the technical Proposal as to when the financial Proposal shall be opened or when to submit the financial Proposal; and
  - ii. simultaneously inform the other firms who submitted Proposals of their technical scores and that their technical Proposal has not been evaluated as the highest ranked;
7. Financial Proposals Opening (if technical and financial Proposals have been submitted):
  - i. Financial Proposals shall not be opened earlier than seven (7) Business Days from the communication of technical evaluation results to the consulting firms;
  - ii. the PMU shall conduct the opening of the financial Proposal of the consulting firm with the highest ranking technical Proposal in the presence of the firms who submitted Proposals and wish to attend; and
  - iii. the PMU shall prepare the minutes of the public opening and a copy of this record shall be promptly sent to all consulting firms who submitted Proposals.

8. Financial Proposals Opening (if only technical Proposal was initially invited):
  - i. Invitation to the highest technically evaluated firm to submit financial Proposals shall not be earlier than seven (7) Business Days from the communication of technical evaluation results to the Consultants; and
  - ii. Negotiate the financial Proposal submitted by the highest technically evaluated firm.
9. Evaluation of Financial Proposals and Negotiations
10. Notification of Intention to Award and Standstill Period: as per procurement regulations
11. Award of Contract and Publication of Contract Award
12. Debriefing

### **3. Non-profit Organizations**

Not-for-profit organizations such as NGOs may be uniquely qualified to assist in the preparation, management, and implementation of projects or carrying out other project activities, because of their involvement in and knowledge of local issues and community needs, or their participatory approaches. Such organizations may be included in the Shortlist if they express interest and if the Implementing agency and the Bank are satisfied with their qualifications. For these assignments the Shortlist may be made up entirely of NGOs. In such a case, the procurement follows an appropriate selection method (QCBS, FBS, LCS, or CQS), based on the nature, complexity, and size of the assignment, and the evaluation criteria reflect the unique qualifications of NGOs, such as local knowledge, scale of operation, and prior relevant experience. MoES/PMUs may also select the NGO on a single-source basis, provided the criteria set out for the direct selection of consulting firms above are met.

### **4. Selection methods for Individual Consultants**

Individual Consultants selected to be employed by the MoES/PMU shall be the most experienced and best qualified among the candidates, and shall be fully capable of carrying out the assignment. The evaluation shall be based on the relevant qualifications and experience of the individual Consultant.

Advertisement through REoIs is encouraged. REoIs shall include complete TOR or a link to the complete ToR on a free access website. Individual Consultants are selected from those that expressed interest in response to the REoI. When the Implementing agency has knowledge of experienced and qualified individuals and their availability, instead of issuing a REoI, it may invite those individual Consultants that it deems qualified to provide the required Consulting Services. The complete TOR shall be sent with the invitation. Individual Consultants shall be selected from those that expressed interest in response to the invitation. Individual Consultants may be selected on direct selection basis, with due justifications under the following circumstances:

- a. tasks that are a continuation of previous work that the individual Consultant has carried out after being selected competitively;
- b. assignments with a total expected duration of less than six months;
- c. urgent situations; or
- d. when an individual Consultant has relevant experience and qualifications of exceptional worth to the assignment.

### **5. Notification of Intention to Award**

## **5.1 Goods, Works and Non-consulting Services**

Following the decision to award the PMU shall promptly and simultaneously provide, by the quickest means available, and as further specified in the request for bids/request for proposals document, written notification of the intention to award the contract to the successful Bidder/Proposer (Notification of Intention to Award). Such notification shall be sent to each Bidder/Proposer that submitted a Bid/Proposal, (unless the Bidder/Proposer has previously received notification of exclusion from the process at an interim stage of the procurement process).

For contracts subject to prior review by the Bank, the MoES/PMU shall transmit the Notification of Intention to Award only after receiving the Bank's no-objection to the evaluation report.

The Notification of Intention to Award shall provide to each recipient, as a minimum, the following information as applicable to the selection method, and as further specified in the relevant request for bids/request for proposals document:

- o the name and address of the Bidder(s)/Proposer(s) submitting the successful Bid/Proposal;
- o the contract price, or where the successful Bid/Proposal was determined on the basis of rated criteria (where price and technical factors are rated), the contract price and the total combined score of the successful Bid/Proposal;
- o the names of all Bidders/Proposers that submitted Bids/Proposals, and their Bid/Proposal prices as read out, and as evaluated;
- o a statement of the reason(s) why the recipient's Bid/Proposal was unsuccessful, unless the price information, already reveals the reason. The Implementing agency shall not divulge any other Bidder's/Proposer's confidential or proprietary information such as: cost breakdown, trade secrets, manufacturing processes and techniques, or other confidential business or financial information;
- o instructions on how to request a debriefing and/or submit a complaint during the Standstill Period, as set out in the request for bids/request for proposals; and
- o the date the Standstill Period is due to end.

## **5.2 Consulting Services**

Following the initialing of the draft negotiated contract by the successful Consultant, the PMU shall promptly and simultaneously provide, to each Consultant who's financial Proposal was opened, the Notification of Intention to Award to the successful Consultant with whom the MoES/PMU successfully negotiated the contract

For contracts subject to prior review, such Notification of Intention to Award shall be provided promptly after receiving the Bank's no-objection to the draft negotiated contract initialed by the successful Consultant.

The Notification of Intention to Award shall provide to each recipient, as a minimum, the following information as relevant to the selection method, and as further specified in the request for proposals document:

- o the name and address of the Consultant with whom the Implementing agency successfully negotiated a contract, and the contract price;
- o the names of all Consultants included in the short list, indicating those that submitted Proposals;



- o where the selection method requires, the price offered by each Consultant as read out and as evaluated;
- o the overall technical scores and scores assigned for each criterion and sub-criterion to each Consultant
- o the final combined scores and the final ranking of the Consultants;
- o statement of the reason(s) why the recipient's Proposal was unsuccessful, unless the combined score already reveals the reason. The Implementing agency shall not divulge any other Consultant's confidential or proprietary information such as: cost breakdown, trade secrets, methodology or other confidential business or financial information
- o instructions on how to request a debriefing and/or submit a complaint during the Standstill Period, as set out in the request for proposals document; and
- o the date the Standstill Period is due to end.

#### **6. Standstill Period - The period following the Notification of Intention to Award**

To give Bidders/Proposers/Consultants time to examine the Notification of Intention to Award and to assess whether it is appropriate to submit a complaint, a Standstill Period shall apply,

Transmission of the MoES/PMU's Notification of Intention to Award, begins the Standstill Period. The Standstill Period shall last ten (10) Business Days after such transmission date, unless otherwise extended in accordance with the Procurement guidelines. The contract shall not be awarded either before or during the Standstill Period.

Notwithstanding above, there shall not be a requirement for a Standstill Period in the following situations:

- a. only one Bid/Proposal was submitted in an open competitive process;
- b. direct selection, selection of individual consultant and selection based on consultant qualifications;
- c. call-off process among firms holding FAs; and
- d. emergency situations recognized by the Bank.

#### **7. Debriefing**

- On receipt of the Notification of Intention to Award, the unsuccessful Bidder/Proposer/Consultant has three (3) Business Days to make a written request to the PMU for a debriefing.
- Where a request for debriefing is received within the deadline, the PMU shall provide a debriefing within five (5) Business Days, unless the PMU/MoES decides, for justifiable reasons, to provide the debriefing outside this timeframe. In that case, the Standstill Period shall automatically be extended until five (5) Business Days after such debriefing is provided. If more than one debriefing is so delayed, the Standstill Period shall not end earlier than five (5) Business Days after the last debriefing takes place.
- The PMU shall promptly inform, by the quickest means available, all Bidders/Proposers/Consultants of the extended Standstill Period.

- For contracts subject to prior review, the PMU shall simultaneously send the information on the extended Standstill Period to the Bank.
- Where a request for debriefing is received by the MoES/PMU later than the three (3) Business Day deadline, the PMU shall provide the debriefing as soon as practicable, and normally no later than fifteen (15) Business Days from the date of publication of Contract Award Notice. Requests for debriefing received outside the three (3) Business Day deadline shall not lead to an extension of the Standstill Period.
- Debriefings of unsuccessful Bidders/Proposers/Consultants may be done in writing or verbally.
- As a minimum, the debriefing shall repeat the information contained in the Notification of Intention to Award, and respond to any related question(s) from the unsuccessful Bidder/Proposer/Consultant. The debriefing shall not include:
  - o point-by-point comparisons with another Bidder's/ Proposer's/ Consultant's Bid/ Proposal; and
  - o information that is confidential or commercially sensitive to other Bidders/Proposer.
- A written summary of each debriefing shall be included in the official procurement records, and copied to the Bank for contracts subject to prior review

#### **8. Conclusion of the Standstill Period and Contract Award**

- At the end of the Standstill Period, if the MoES/PMU has not received any complaint from an unsuccessful Bidder/Proposer/Consultant, the PMU shall proceed to award the contract in accordance with its decision to award, as previously communicated through the Notification of Intention to Award.
- For contracts subject to prior review, when no complaints are received by the MoES/PMU within the Standstill Period, the MoES/PMU shall proceed to award the contract in accordance with the award recommendation that had previously received the Bank's no-objection. The PMU shall inform the Bank within three (3) Business Days of such award.
- The PMU shall transmit the notification of award to the successful Bidder/Proposer/Consultant, along with other documents as specified in the request for bids/request for proposals document for the contract.
- If the MoES/PMU does receive a complaint from an unsuccessful Bidder/Proposer/Consultant within the Standstill Period, the PMU shall not proceed with the contract award (or conclusion of a FA), until the complaint has been addressed, as set forth under paragraph 3.6 of Annex III, Procurement-related Complaints of the respective Procurement regulation.
- For contracts subject to prior review by the Bank, the PMU shall not proceed with contract award without receiving the Bank's confirmation of satisfactory resolution of complaint.
- For all contracts, whether subject to the Bank's prior review or post review, the PMU shall publish a public notice of award of contract (Contract Award Notice) within 10 (ten) Business Days from the MoES/PMU's Notification of Contract Award to the successful Bidder/Proposer/Consultant.
- The Contract Award Notice shall include, at a minimum, the following information as relevant and applicable for each selection method:

- a. name and address of the MoES/PMU's Project Implementing Unit undertaking the procurement, and if different, the MoES/PMU's contracting agency;
- b. name and reference number of the contract being awarded, and the selection method used;
- c. names of all Bidders/Proposers/Consultants that submitted Bids/Proposals, and their Bid/Proposal prices as read out at Bid/Proposal opening, and as evaluated;
- d. names of all Bidders/Proposers/Consultants whose Bids/Proposals were rejected either as nonresponsive or as not meeting qualification criteria, or were not evaluated, with the reasons therefore;
- e. the name of the successful Bidder/Proposer/Consultant, the final total contract price, the contract duration and a summary of its scope; and

## **9. Procurement-related Complaints**

### **9.1 General requirements for Procurement-related Complaints**

Complaint may challenge:

- The selection documents, including: prequalification, initial selection, request for bids, requests for proposals documents;
- the decision to exclude an Applicant/Bidder/Proposer/Consultant from a procurement process prior to award; and/or
- the decision to award the contract following transmission of unsuccessful Bidder/Proposer/Consultant in the Notice of Intention to Award.

Complaints should be submitted by 'interested parties.' An interested party for this purpose means an actual Bidder/Proposer/Consultant seeking to obtain the contract at issue (including an Applicant for Prequalification/Initial Selection, if the complaint challenges the Applicant's disqualification). Potential Applicants/Bidders/Proposers/Consultants are also interested parties in relation to complaints challenging the Prequalification/Initial Selection document, request for bids/ request for proposals document, or any other MoES/PMU document requesting bids/Proposals or Applications.

Complaints shall be submitted to the MoES/PMU in a timely manner, as described in paragraph 9.9.2 given below.

The content of a Complaint is subject to the following requirements:

Complaints shall be submitted in writing to the MoES/PMU and shall identify the name, contact details, and address of the complainant. In addition, the Complaint shall:

- generally identify the complainant's interest in the procurement
- identify the specific project, the procurement reference number, the current stage of the procurement process, and any other relevant information;
- specify any previous communication between the complainant and the MoES/PMU on the matters addressed in the complaint;
- specify the nature of complaint, and the perceived adverse impact on them; and
- state the alleged inconsistency with, or violation of the applicable Procurement Regulation.

The PMU shall give prompt and fair consideration to each Complaint that meets the requirements of the above provisions, and is submitted within the timelines set forth in paragraph 9.9.2 given below.

Complaints that do not meet the requirements shall be addressed within reasonable time. If such Complaints relate to contracts subject to prior review by the Bank, they shall be shared by the PMU with the Bank in order to determine an appropriate course of action.

## **9.2 Timeline and process for review and resolution of Complaints**

Complaints that meet the requirements are subject to the timelines and procedures set out below. The Implementing agency shall not proceed with the next stage/phase of the procurement process, including the contract award, until it has properly addressed any such Complaint.

Complaints challenging the terms of prequalification/initial selection documents: request for proposals documents, and any other MoES/PMU document requesting Bids, Proposals or Applications should be submitted to the MoES/PMU at least ten (10) Business Days prior to the deadline for submission of Applications/ Bids/Proposals, or within five (5) Business Days after the issuing of any amended terms, whichever is later.

The MoES/PMU shall acknowledge In Writing the receipt of the Complaint within three (3) Business Days, and shall review the Complaint and respond to the complainant not later than seven (7) Business Days from the date of receipt of the Complaint. If as a result of the MoES/PMU's review of the Complaint, the MoES/PMU decides to modify the prequalification/initial selection, request for bids/ request for proposals, or other documents, the MoES/PMU shall issue an addendum, and if necessary, extend the application/Bid/Proposal submission deadline.

Complaints challenging the exclusion from a procurement process prior to contract award should be submitted to the MoES/PMU within ten (10) Business Days following the MoES/PMU's transmission to the interested party of notice of such exclusion. The MoES/PMU shall acknowledge In Writing the receipt of the Complaint within three (3) Business Days, and shall review the Complaint and respond to the complainant not later than seven (7) Business Days from the date of receipt of Complaint. If as a result of the MoES/PMU's review of a Complaint, the MoES/PMU changes the results of the earlier stage/phase of the procurement process the MoES/PMU shall promptly transmit a revised notification of evaluation results to all relevant parties advising on the next steps.

Complaints following transmission of the Notification of Intention to Award the contract (, shall be submitted to the MoES/PMU within the Standstill Period. The MoES/PMU shall acknowledge In Writing the receipt of the Complaint within three (3) Business Days, shall review the Complaint and respond to the complainant, not later than fifteen (15) Business Days from the date of receipt of Complaint. If, as a result of the MoES/PMU's review of a complaint, the MoES/PMU changes its contract award recommendation, it shall notify the revised intent to award to all previously notified Bidders/Proposers/Consultants, and shall proceed with the contract award.

## **9.3 Complaints where the contract is subject to prior review**

For contracts subject to prior review, the MoES/PMU shall promptly inform the Bank of any Complaints received, and shall provide for the Bank's review all relevant information and documentation, including a draft response to the complainant once this is available.

If the MoES/PMU's review of the Complaint results in:

- a. modification of the prequalification/initial selection, request for bids/request for proposals, or other document;
- b. the MoES/PMU's changing its decision to exclude an Applicant/Bidder/Proposer/Consultant; or
- c. the MoES/PMU's changing its contract award recommendation;

the MoES/PMU shall, upon confirmation by the Bank of the satisfactory resolution of the Complaint:

- a. issue an addendum, and if necessary, extend the Application/Bid/Proposal submission deadline; or
- b. promptly transmit to the Bank a revised evaluation report.

The MoES/PMU shall not proceed with the next stage/phase of the procurement process, including with awarding a contract without receiving from the Bank confirmation of satisfactory resolution of Complaint(s).

Notwithstanding this, for Complaints challenging the prequalification/initial selection/request for bids/request for proposals or other such document, or challenging exclusion prior to award, the MoES/PMU should consult with the Bank about which, if any, steps in the procurement process may appropriately go forward while the Complaint is being considered.

#### **9.4 Resolution of Complaints**

In resolving a Complaint, the MoES/PMU should ensure a timely and meaningful review of the Complaint, including all relevant documentation and facts and circumstances related to it. The MoES/PMU shall provide sufficient information in its response to the complainant, while maintaining the confidentiality of information. A response to a Complaint should, as a minimum include the following elements:

- a. Statement of Issues: Specify the issues raised by the complainant that need to be addressed;
- b. Facts and Evidence: Specify the facts and evidence that in the MoES/PMU's view are relevant to the resolution of the Complaint. These facts and evidence should be presented as a narrative, organized around the issues;
- c. Decision and reference to the basis for the decision: State the decision that has been made following the review. Also, include reference to the basis for the decision e.g., Procurement Regulations, SPD for the contract in question, etc. The response should be as precise as possible in referring to the specific decision basis;
- d. Analysis: Provide an explanation why the basis for the decision applied to the facts/issues raised by the Complaint necessitates this particular decision. The analysis may be short as long as it is clear and identifies each question that has to be answered in order to arrive at an outcome; and
- e. Conclusion: State clearly the resolution of the Complaint and describe the next steps to be taken.

Business standards for procurement- related complaints (where the procurement is subject to Prior Review) Process step	Responsible Entity	Timeframe
Complaints challenging the terms of prequalification / initial selection documents, request for bids/ request for proposals documents, or any other MoES/PMU document requesting Bids/Proposals or Applications	Potential Bidders/ Proposers/ Consultants	Complaints shall be submitted at least ten (10) Business Days prior to the deadline for submission of Applications/Bids/Proposals MoES/PMU shall respond not later than seven (7) Business Days from the date of receipt of complaint.
Notify Applicant/ Bidder/ Proposer/ Consultant of the basis for exclusion from consideration for a contract; rejection of Bid submitted; or intention to award.	MoES/PMU	The timeframe will be specified in the respective documents governing the procurement process. As a general matter, notification should take place promptly after the MoES/PMU has made the relevant determination. Upon receipt a Complaint challenging the above determination, the MoES/PMU shall respond to the complainant not later than seven (7) Business Days after the receipt of complaint.

<p>Complaints following transmission of the notification of the intention to award the contract shall be submitted to the MoES/PMU within the Standstill Period.</p>	<p>MoES/PMU</p>	<p>Complaints should be submitted within the Standstill Period. The MoES /PMU shall respond not later than 15 Business Days from the date of receipt of Complaint.</p>
<p>Request for debriefing.</p>	<p>Bidder/ Proposer/ Consultant</p>	<p>Within three (3) Business Days from the receipt of the MoES /PMU's notification of the intention to award the contract.</p>
<p>Conduct debriefing when requested in a timely manner.</p>	<p>MoES /PMU</p>	<p>The MoES /PMU shall hold the debriefing within five (5) Business Days of receipt of the request. For all other requests for debriefing, the MoES /PMU shall hold debriefing not later than fifteen (15) Business Days from the date of publication of public notice of award of contract.</p>
<p>Acknowledge receipt of Complaint.</p>	<p>MoES /PMU</p>	<p>Within three (3) Business Days from the date of receipt of the Complaint</p>
<p>Forward complaint to the MoES /PMU, if Complaint is submitted only to the Bank</p>	<p>World Bank</p>	<p>Within three (3) Business Days from the date of receipt of the Complaint</p>

Forward Complaint to the Bank, along with all relevant information and documentation.	MoES /PMU	As soon as possible after receipt of Complaint
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## ANNEX 3. INITIAL PROCUREMENT PLAN

### Initial Procurement Plan- November 4, 2020 (negotiations stage)

#### Primary Education Improvement Project - PEIP (P171973)

Description	Bank Oversight	Procurement Category	Procurement Methods	Planned start date
<b>Component 1- Improving Learning at the School Level</b>				
Sub component 1.1 School Grants and School Improvement Plans				
TA for revision of school improvement framework	Yes	CS	QCBS	May 2021
Design of the school grants program and TA to primary schools for preparing grant proposals	Yes	CS	CQS	March 2021
TA to primary schools for preparation of School Improvement Plans	No	CS	CQS	January 2022
Primary Education Coordinator	Yes	CS	CDS	February 2021
School Grants			Transfers	
Grants Financial Officer	No	CS	INDV	March 2022
Grants Coordinator	Yes	CS	CDS	April 2021
Sub component 1.2 Improving the Learning Environment				
Screening, needs assessment and preparation of designs of the physical learning environment	No	CS	CQS (multiple procurement)	March 2021
School Infrastructure Specialist	Yes	CS	CDS	April 2021
Architect/Civil Engineer (2)	Yes	CS	CDS	April 2021
Environmental Specialist	Yes	CS	INDV	April 2021

Upgrading of the physical learning environment- basic infrastructure, electricity, lighting, connectivity, toilet facilities, and community spaces for teachers and learners.	Yes	WO	RFB (multiple procurement)	2022-2025
Upgrading of the physical learning environment- school furniture, science labs and ICT equipment	Yes	GO	RFB (multiple procurement)	2022-2025
Updating of learning resources with teaching and learning materials	Yes	GO	RFB	2022-2025
<b>Sub component 1.3 Promoting accountability through information sharing</b>				
Consultant for designing mechanisms for promoting accountability through information sharing	No	CS	INDV	September 2021
Design, development and implementation of information sharing platform	No	CS	CQS	December 2021
Hardware for MOES	No	GO	RFQ (multiple procurement)	
Outreach activities and logistical support in organization of project related training and events	No	CS	CQS	June 2021
<b>Component 2. Reform of the Monitoring and Evaluation of the National Progress in Learning</b>				
<b>Sub component 2.1 Development of a National Assessment Program</b>				
Technical assistance and strengthening of NEC and MOES capacities for development and implementation of NAP and training for data analysis and reporting following international standards	Yes	CS	QCBS	May 2021
Capacity building of the NEC	No	T		2021-2025
Administrative Assistant for NEC	Yes	CS	CDS	April 2021
Operating cost for NEC related to rollout of NAP		OC		
Training of teachers for the rollout of NAP		T		

Coordinator for National Assessment	Yes	CS	CDS	April 2021
Sub component 2.2 Maximizing use of NAP results at the Ministerial and School Level				
Development of software for national assessment	No	CS	CQS	October 2021
Procurement of hardware and equipment for NEC	Yes	GO	RFQ -Multiple contracts	July 2021
Local consultants (2) for strengthening NEC capacity to carry out necessary psychometric analysis and application of IRT	No	CS	INDV (multiple procurement)	December 2021
Outreach activities including citizen engagement activities and logistical support in organization of events	No	CS	CQS	January 2022
<b>Component 3- Enhancing Teacher, Multi-Professional Support Teams, and School Leader Competencies</b>				
Sub component 3.1 Implementing Teacher, Multi-Professional Support Teams, and School Leader standards				
Capacity building of MoES, BDE and SEI staff		T		
TA for operationalization of teacher, MPSTs and school leader standards and career development procedures	No	CS	CQS	March 2021
Coordinator for Professional Development	Yes	CS	CDS	April 2021
Career Development Specialist	Yes	CS	INDV	April 2021
Sub component 3.2 Modernizing In-service Professional Development				
TA for modernizing INSET	No	CS	CQS	April 2021
Operating cost for BDE related to modernizing INSET		OC		
Training of teachers and MPST		T		
Procurement of software	No	CS	CQS	August 2021
Outreach activities and logistical support in organization of events	No	CS	CQS	December 2021

Sub component 3.3 Introducing changes to Pre-service and new Teacher Selection				
TA for introducing changes to PRESET	No	CS	CQS	February 2022
Capacity building of mentor-teachers		T		September 2022
Sub-total 3.3				
<b>Component 4- Sector Management, Project Management and M&amp;E</b>				
Sub component 4.1 Improving evidence based sector management				
Feasibility study for optimization of the school network	No	CS	CQS	June 2021
Assessment and revision of the school funding formula	No	CS	INDV	June 2021
Sub component 4.2 Project Management, Monitoring and Evaluation				
Project Director	Yes	CS	CDS	April 2021
Procurement Specialist	Yes	CS	CDS	April 2021
Financial Management Specialist	Yes	CS	CDS	April 2021
IT Specialist	Yes	CS	CDS	April 2021
M&E Specialist	Yes	CS	CDS	April 2021
Social Specialist	Yes	CS	CDS	April 2021
Citizen Engagement Consultant	Yes	CS	CDS	April 2021
Hardware and other office equipment for PMU	No	GO	RFQ –Multiple contracts	May 2021
Training for PMU		T		2021-2025
Vehicle	No	GO	RFQ	May 2021
FM Software Maintenance	No	CS	CDS	April 2021
Project Audit	Yes	CS	CS/firm	September 2021
Operating costs		OC		2021-2025
Performance Audit of the School	No	Open	CQS	March 2022

Grants Program				
Impact Evaluation of the School Grants Program	No	CS	INDV	March 2022
Data collection for following project indicators and citizen engagement	No	CS	CQS	September 2021
Consultant for processing and analyzing data	Yes	CS	CDS	April 2021

## ANNEX 4. IFRs

Interim un-audited Financial Reports (IFR)

Project  
(IBRD Loan No. xxxx-MK)  
**Project Cash Receipts & Payments**  
For the period ending xx/xx/20xx  
In EUR

	Actual			Budget			Variance		
	Current period	Year To	Cumulative to Date	Current period	Year To	Cumulative to Date	Current period	Year To	Cumulative to Date
<b>Sources of Funds</b>									
World Bank									
Interests Earned									
<b>Total sources of funds</b>									
<b>Foreign Exchange Difference</b>									
Exchange gains									
Exchange losses									
<b>Total sources of funds</b>									
Less:									
<b>Uses of Funds</b>									
<b>Financed by WB</b>									
Component 1 School Grants and School Improvement Plans									
Component 2 Reform of the Monitoring and Evaluation of the National Progress in Learning									
Component 3 Enhancing Teacher, Multi-Professional Support Teams, and School Leader Competencies									
Component 4 Sector Management, Project Management and M&E									
<b>Front end fee</b>									
<b>Total uses of funds</b>									
<b>Net increase/(Decrease) in cash flow</b>									
<b>Bank Balances beginning of period</b>									
<b>Bank Balances end of period</b>									

Interim un-audited Financial Reports (IFR)

Project  
(IBRD Loan No. xxxx-MK)  
**Uses of Funds by Project Activity**  
For the period ending xx/xx/20xx  
In EUR

	Actual			Planned			Variance		
	Current period	Year To	Cumulative to Date	Current period	Year To	Cumulative to Date	Current period	Year To	Cumulative to Date
<b>Component 1 School Grants and School Improvement Plans</b>									
Contract 1									
Contract 2									
Contract 3									
contract 4									
contract 5									
Payments without contract									
<b>Sub-total</b>									
<b>Component 2 Reform of the Monitoring and Evaluation of the National Progress in Learning</b>									
Contract 1									
Contract 2									
Contract 3									
contract 4									
contract 5									
Payments without contract									
<b>Sub-total</b>									
<b>Component 3 Enhancing Teacher, Multi-Professional Support Teams, and School Leader Competencies</b>									
Contract 1									
Contract 2									
Contract 3									
contract 4									
contract 5									
Payments without contract									
<b>Component 4 Sector Management, Project Management and M&amp;E</b>									
Contract 1									
Contract 2									
Contract 3									
contract 4									
contract 5									
Payments without contract									
<b>Sub-total</b>									
<b>Total Project Expenditures</b>									







ESS2 applies to project workers including full time, part-time, temporary, seasonal and migrant workers. Where government civil servants are working in connection with the project, whether full-time or part-time, they will remain subject to the terms and conditions of their existing public sector employment agreement or arrangement. ESS2 will not apply to government civil servants

### **1.2 Types of Workers**

The key implementing agency for the Project is the Ministry of Education and Science (MoES), but it would closely collaborate with BDE, NEC, and SEI.

ESS 2 categorizes the workers into: direct workers, contracted workers, community workers and primary supply workers. For the PEIP project the following categories of workers are relevant: direct workers and contracted workers; community workers and primary supply workers are not relevant. All resources/contracts are to be exclusively managed by direct workers. The project does not, on an ongoing basis, source directly goods or materials essential for the core functions of the project.

A direct worker is a worker with whom the Borrower has a directly contracted employment relationship and specific control over the work, working conditions, and treatment of the project worker. The worker is employed or engaged by the Borrower, paid directly by the Borrower, and subject to the Borrowers day-to-day instruction and control. Under this project direct workers shall include persons employed or engaged by the MoES to carry out project related activities. PMU staff members engaged specifically for this project will also fall under the category of direct workers. They will be governed by mutually agreed contracts.

A contracted worker is a worker employed or engaged by a third party to perform work or provide services related to the core functions of the project, where the third party exercises control over the work, working conditions, and treatment of the project worker. Core functions of a project constitute those production and/or service processes essential for a specific project activity without which the project cannot continue. In such circumstances, the employment relationship is between the third party and the project worker, even if the project worker is working on an ongoing basis on project activities. Contract workers will be employed as deemed appropriate by contractors/suppliers/consultants, sub-contractors, and other intermediaries, details of which will be known when project activities implementation begins.

### **1.3 Potential Labor Risks**

Given the small-scale construction works, no major risks are envisaged. Potential risks are identified as follows:

- **Labor risks associated with contracted workers hired by companies contracted to perform the civil works-** Civil works are expected to be performed by local contractors and most contracted workers will likely be hired locally. All contractors will be required to have a written contract with their workers materially consistent with objective of ESS2 and in compliance with this LMP, in particular about child and forced labor, following the requirement in the Bank's Standard Procurement Documents
- **Labor risks including labor influx and associated Gender-Based Violence (GBV), and child labor** are considered low given the small size of project construction works. The risk of forced labor is expected to be small. Nonetheless, the

contractor will be required in the contract to commit against the use of child and forced labor, introduce mitigation measures against GBV, and staff in charge of contractor supervision will monitor and report the absence of forced labor.

- **Occupational Health and Safety (OHS) risks** are low to moderate and will depend on the type of project works to be implemented. Some risk remains that some accidents may occur that lead to injuries. All contractors will be required to establish and maintain a safe working environment, ensure workers use basic safety gear and receive basic safety training.
- **Employment risks-** Workers will be hired by the MoES, either directly as project staff or indirectly as part of contracts with Contractors/Consultants/Suppliers. The practice shows that civil works contractors enter into time based contracts with sub-contractors or workforce for the duration of the project related work (usually limited to several months).
- **Overtime work risk-** There is a risk that the workers will be asked to do overtime work without compensation. The project will seek to address the risk through informing workers on the possibility to use the Grievance Redress Mechanisms in such cases.

To mitigate potential risks the companies contracted under the PEIP project must abide by the provisions of the following national laws:

- Labor Law of Republic of Macedonia (OG of RM no. 62/05; 106/08; 161/08; 114/09; 130/09; 149/09; 50/10; 52/10; 124/10; 47/2011; 11/12; 39/12; 13/13; 25/2013; 170/2013; 187/13; 113/14; 20/15; 33/15; 72/15; 129/15, 27/16, 120/18, 110/19), that manages relationship between parties involved in the process of employment. It protects and applies to any natural person that has concluded an employment contract with an employer.
- Law on Occupational Health and Safety (Official Gazette No. 92/07, 98/10, 93/11, 136/11, 60/12, 23/13, 25/13, 137/13, 164/13, 158/14, 15/15, 129/15, 192/15, 30/16). This law determines the safety and health measures at work, the obligations of the employer and the rights and obligations of employees in the field of safety and health at work, as well as preventive measures against occupational risks, eliminating risk factors for accident, informing, consulting, training workers and their representatives, and participating in the planning and taking of occupational safety and health measures.
- Law on Social Protection (OG of RM no. 104/19, 146/19, 275/19 Social welfare and protection in North Macedonia comprises of services and benefits from the tax-financed social welfare system (social prevention – which according to the Law on Social Protection includes - educational and advisory work, development of self-assistance forms, volunteering work etc., institutional care, non-institutional care and monetary assistance) and contributory- based social insurance system (pensions and disability, health and unemployment insurance).
- Law on Pensions and Disability Insurance (OG of RM no. 53/13, 170/13, 43/14, 44/14, 97/14, 113/14, 160/14, 188/14, 20/15, 61/15, 97/15, 129/15, 147/15, 154/15, 173/15, 217/15, 27/16, 120/16, 132/16, 35/18, 220/18, 245/18. 180/19, 275/19, 31/2020) defines the obligatory pension insurance of workers under working contract and the natural persons performing activity,

the bases of the capital funded pension insurance, as well as the special conditions how certain categories of insured persons receive the right to pension and enjoy disability insurance. The rights deriving from the pension and disability insurance are the following: right to age-related pension, right to disability pension, right to re-allocation to other adequate, working post, right to adequate employment, right to re-qualification or higher qualification and right to adequate financial compensations, right to family pension, right to monthly compensation for physical damage, and right to minimal pension.

#### **1.4 Responsibilities**

MoES through the PMU will be responsible for the following:

- Ensure that contractors are in comply with these labor management procedures.
- Ensure the contracts with the contractors are developed in line with the provisions of this LMP.
- Monitor to verify that contractors are meeting labor and OHS obligations toward contracted and subcontracted workers and inform relevant authorities if any issues arise.
- Monitor contractors and subcontractors' implementation of labor management procedures and inform relevant authorities if any issues arise.
- Have a system for regular monitoring and reporting on labor and occupational safety and health performance
- Ensure that the grievance redress mechanism for project workers is established and implemented and that workers are informed of its purpose and how to use it

Contracts for civil works shall include LMP and OHS aspects and the contractors will have to commit to them. LMP and OHS responsibilities of the Contractors are as follows:

- Follow the labor management procedures and occupational health and safety requirements in line with the ESMF provisions and stated in the contracts signed with Implementing Agency.
- If the number of workers (direct +contracted) is above 50, then Contractors will develop their own LMPs and OHS plans.
- Supervise the subcontractors' implementation of labor management procedures and occupational health and safety requirements.
- Maintain records of recruitment and employment of contracted workers as provided in their contracts.
- Communicate clearly job descriptions and employment conditions to all workers.
- Make sure every project worker hired by contractor/subcontractor is aware of the MoES dedicated phone number, email address, and web portal through which anyone can submit grievances.
- Provide induction (including social induction) and regular training to employees in labor protection requirements, including training on their rights on safe labour under national law, on the risks of their jobs, and on measures to reduce risks to acceptable levels.

## **2.5 Policies and Procedures**

Employment of project workers within the PEIP project will be based on the principles of non-discrimination and equal opportunity. There will be no discrimination with respect to any aspects of the employment or engagement relationship, including recruitment, compensation, working conditions and terms of employment, access to training, promotion or termination of employment. The following measures, will be followed by contractors and monitored by the MoES/PMU, to ensure fair treatment of all employees:

- Recruitment procedures will be transparent, public and non-discriminatory, and open with respect to ethnicity, religion, sexuality, disability or gender.
- Applications for employment will only be considered if submitted via the official application procedures established by the contractors.
- Clear job descriptions will be provided in advance of recruitment and will explain the skills required for each post.
- All workers will have written contracts describing terms and conditions of work and will have the contents explained to them. Workers will sign the employment contract.
- Employees will be informed at least one month before their expected release date of the coming termination.
- The contracted workers will not be required to pay any hiring fees. If any hiring fees are to be incurred, these will be paid by the Employer.
- Depending on the origin of the employer and employee, employment terms and conditions will be communicated in the language that is understandable to both parties.
- Foreign workers will require residence permits, which will allow them to work in North Macedonia.
- All workers must be 18 years old or above for civil works. If a minor under this minimum labor eligible age is discovered working on the project, measures will be taken to immediately terminate the employment or engagement of the minor in a responsible manner, taking into account the best interest of the minor.
- Normal working time should not exceed 40 hours per week. With a five-day working week, the duration of daily work is determined by the internal work regulations approved by the employer after prior consultation with the representatives of the workers, in compliance with the established working week duration.

## ANNEX 6. RESULTS FRAMEWORK AND MONITORING

### Project Development Objectives(s)

The proposed PDO is to improve conditions for learning in primary education.

### Project Development Objective Indicators

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
<b>Improving Learning at the School Level</b>							
Proportion of classrooms with improved learning environment at the primary level resulting from project interventions (Percentage)		0.00	5.00	10.00	20.00	25.00	30.00
Proportion of School Improvement Plans that use performance data and monitoring tools for		0.00	20.00	30.00	50.00	60.00	60.00

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
improving student learning (Percentage)							
<b>Enhancing Teacher, Multi-Professional Support Teams, and School Leader Competences</b>							
Proportion of classrooms with improved quality of teaching practices as measured by in-class teacher observation tool (Text)		to be determined by baseline assessment of a representative sample of schools					40 % of classrooms improved as measured by the follow up assessment of a representative sample of schools

**PDO Table SPACE**

**Intermediate Results Indicators by Components**

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
<b>Improving Learning at the School Level</b>							
Students benefiting from direct interventions to enhance learning (CRI,		0.00	5,000.00	10,000.00	20,000.00	25,000.00	30,000.00

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Number)							
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		0.00	2,000.00	3,000.00	6,000.00	10,000.00	12,000.00
Number of primary education schools with upgrades in basic infrastructure as a result of the project (Number)		0.00	20.00	40.00	60.00	80.00	100.00
Decrease in number of absences from school among female students (Text)		To be collected					To be determined
Number of schools with enhancements to IT equipment for learning purposes as result of the project (Number)		0.00	20.00	50.00	100.00	120.00	150.00
Proportion of school improvement plans		0.00	20.00	30.00	50.00	55.00	60.00

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
focusing on improving student learning (Percentage)							
Share of project supported primary schools that implement the grants in compliance with grant performance indicators (Percentage)		0.00	50.00	60.00	70.00	70.00	80.00
Proportion of school board members satisfied with their engagement during school improvement plan preparations (Percentage)		0.00	50.00	60.00	70.00	75.00	80.00
Proportion of students and parents satisfied with their engagement during school improvement plan preparations (Percentage)		0.00	50.00	60.00	70.00	75.00	80.00
<b>Reform of the Monitoring and Evaluation of the National Progress in Learning</b>							



Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
National Assessment in third grade conducted (Text)		National assessment program in 3 grade doesn't exist	pre-test conducted				The main data collection conducted
National assessment in grade fifth conducted (Text)		National assessment program in 5 grade doesn't exist	pre-test conducted				Main data collection conducted
NEC staff and associates capacity in test construction, data analysis and reporting improved (Number)		4.00	10.00	15.00	20.00	30.00	30.00
Number of customized reports from the national assessments produced (Number)		0.00	0.00	4.00	6.00	7.00	8.00
<b>Enhancing Teacher, Multi-Professional Support Teams, and School Leader Competences</b>							
Teachers recruited or trained (CRI, Number)		0.00	1,000.00	4,000.00	7,000.00	8,000.00	10,000.00
Number of teachers		0.00	1,000.00	4,000.00	5,000.00	7,000.00	9,800.00

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
trained (CRI, Number)							
Teachers recruited or trained - Female (RMS requirement) (CRI, Number)		0.00	500.00	2,000.00	3,000.00	4,000.00	5,000.00
Number of teachers recruited (CRI, Number)		0.00	20.00	30.00	80.00	100.00	150.00
Identification of the professional development needs completed (Text)		Identification of professional development needs outdated	Identification of professional development needs done.	Teacher training providers selected and accredited			Catalog for teacher professional development and accredited providers available
<b>Sector management, Project management and M&amp;E</b>							
Plan for optimization of the primary education network adopted (Text)		The analysis doesn't exist	TOR for the review of the school network agreed	Study conducted	Plans for optimization reviewed and discussed with the stakeholders		Plan for optimization adopted
Revised funding formula for primary education		The current formula is outdated and	the analytical underpinnings	the draft new formula discussed			The new formula is

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
adopted (Text)		contributes to financial inefficiency in primary education	completed	with stakeholders			adopted
Impact evaluation of the grant program conducted (Text)		The baseline data collection will be done before the program launch	the IE methodology approved	baseline data collection carried out			follow up data collection carried out

#### IO Table SPACE

#### UL Table SPACE

#### Monitoring & Evaluation Plan: PDO Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Proportion of classrooms with improved learning environment at the primary level resulting from project interventions	This refers to the percentage of all primary education classrooms upgraded with learning aids and technology	semiannual	Ministry of Education procurement documentatio	Review of the school progress reports	MOES/ PMU

	The numerator will be the number of primary education classrooms that have been upgraded and the denominator is the total number of primary education classrooms.		n School reports		
Proportion of School Improvement Plans that use performance data and monitoring tools for improving student learning	This refers to the percentage of SIPs which include students' performance data and monitoring tools. The numerator will be the number of SIPs that have included students' performance data and monitoring tools and the denominator is the total number of SIPs. The Grants' Operational Manual will provide a list of suggested data/tools to be used.	annual	School SIPs SEI reports	Review of the school SIPs by the MOES and SEI	PMU and SEI
Proportion of classrooms with improved quality of teaching practices as measured by in-class teacher observation tool	This indicator measures the percentage of classrooms that undergo the evaluation by quality assessment tool "TEACH" and improved quality. Improved quality would be defined in	One baseline and one follow up assessment	Assessment reports	Evaluation with the assessment tool "TEACH"	BDE

	accordance with the measurement scales of the assessment instrument.				
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**ME PDO Table SPACE**

<b>Monitoring &amp; Evaluation Plan: Intermediate Results Indicators</b>					
<b>Indicator Name</b>	<b>Definition/Description</b>	<b>Frequency</b>	<b>Datasource</b>	<b>Methodology for Data Collection</b>	<b>Responsibility for Data Collection</b>
Students benefiting from direct interventions to enhance learning		semi-annual	Project progress reports	Review of the reports to define the number of students who benefited from the project supported interventions. The definition of beneficiaries will be aligned with the CRI Guidance note.	Schools and PMU
Students benefiting from direct interventions to enhance learning - Female		semi-annual	school reports	review of the school reports	schools and PMU
Number of primary education schools with upgrades in basic infrastructure as a result	This indicator measures the total number of rehabilitated	Semi-	schools	review of the school	schools and PMU

of the project	primary education schools financed by the project. Basic infrastructure rehabilitation includes an upgrade of electricity, lighting, connectivity, gender-sensitive toilet and sanitation facilities, and community spaces for teachers and learners.	annual	reports	reports	
Decrease in number of absences from school among female students	This indicator measures a decrease of absences from school among female students benefiting from the comprehensive package that includes interventions to improve menstrual hygiene management, such as school rehabilitation in accordance with gender-sensitive sanitation facilities standard and criteria and communication with school psychologist and pedagogues regarding menstrual hygiene management.	Monthly	school reports	review of the school reports	schools and PMU
Number of schools with enhancements to IT equipment for learning purposes as	This indicator will measure the total number of schools	annual	schools reports	review of the school reports	schools and PMU

result of the project	with upgraded IT classrooms under the project.				
Proportion of school improvement plans focusing on improving student learning	This indicator measures the percentage of all SIPs that include clearly identified learning targets and tools to monitor achievement of the learning targets	annual	school improvement plans	review of the school improvement plans	PMU
Share of project supported primary schools that implement the grants in compliance with grant performance indicators	The requirements for grants performance will be defined in the GOM.	annual	School reports and performance audit reports	performance audit	PMU
Proportion of school board members satisfied with their engagement during school improvement plan preparations	This indicator measures citizen engagement and beneficiary feedback as part of the School Improvement Plan development process. It directly captures feedback from the school board members involved in preparing the SIP regarding their satisfaction with their participation and engagement in the process and with actions taken in	Annual	Survey of school board members	Survey of school board members	PMU

	response to their feedback.				
Proportion of students and parents satisfied with their engagement during school improvement plan preparations	This sub-indicator measures student and parent engagement and beneficiary feedback as part of the School Improvement Plan development process. It directly captures feedback from students and parents involved in preparing the SIP regarding their satisfaction with their participation and engagement in the process and with actions taken in response to their feedback. (This sub-indicator excludes teachers, associates, and founders which would be included in the main indicator).	Annual	Survey of school board members	Survey of school board members	PMU
National Assessment in third grade conducted	This indicator will monitor the compliance of the third grade's national assessment implementation with the standards stipulated in the concept for national assessment in primary education.	Three times during the project lifetime	Project Progress Report	MOES will monitor progress	MOES



National assessment in grade fifth conducted	This indicator will monitor the compliance of the fifth grade's national assessment implementation with the standards stipulated in the concept for national assessment in primary education.	Three times during the project lifetime	Project progress reports	MOES will monitor progress	MOES
NEC staff and associates capacity in test construction, data analysis and reporting improved	This indicator is defined as the number of NEC staff and associates who receive training in item writing, national assessment test designing, data analysis and report writing as part of the project interventions. The international partner hired to provide technical assistance to NEC should provide training and report/ provide evidence about the NEC staff's capacity to run a	annual	project progress reports	MOES will monitor progress	MOES

	national assessment in accordance with the international norm and standards.				
Number of customized reports from the national assessments produced	This indicator will monitor the total number of customized reports the NEC will produce after completion of each national assessment cycle. It is expected that the NEC will produce the following reports after each cycle: 1) technical report, general report, reports for teachers including examples of used items, and short reports for the general public/parents.	Twice during the project lifetime	Project progress reports	MOES will monitor progress	MOES
Teachers recruited or trained		annual	BDE administrative data	BDE administrative data	BDE
Number of teachers trained		annual	Progress reports	BDE administrative data	BDE

Teachers recruited or trained - Female (RMS requirement)		annual	progress reports	BDE administrative data	BDE
Number of teachers recruited		annual	progress reports	BDE administrative data	BDE
Identification of the professional development needs completed	This will be measured using: a) report that summarizes teachers' professional development needs to be based on their self-evaluation, and b) BDE report on the quality of teaching practices	Once during the project lifetime	BDE and school reports	BDE will monitor progress	BDE
Plan for optimization of the primary education network adopted	This indicator will be measured with the creation of the plan/guidelines for the optimization of the primary education network and its adoption (as part of the regulation in bylaws).	annual	Reports	MOES will monitor progress	MOES/PMU
Revised funding formula for primary education adopted	This indicator will be measured with a revision of the funding formula for primary education and its	annual	MOES	MOES will monitor progress	MOES/ PMU

	adoption.				
Impact evaluation of the grant program conducted	Impact evaluation of the primary education grants program designed, conducted and findings reported.	one baseline and one follow up impact evaluation	impact evaluation reports	impact evaluation	PMU

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## ANNEX 7. PMU STAFF SAMPLE TORs

### PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP) TERMS OF REFERENCE PROJECT DIRECTOR

#### 1. Background

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching adds, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

#### 2. Objective

The objective is to hire an individual consultant as Project Director who shall have the ultimate responsibility for the overall management and coordination of the Project Management Unit (PMU) work in implementation of

PEIP. S/he would be responsible for the quality of technical, operational, organizational and administrative activities needed for efficient project implementation.

### **3. Scope of services**

The Consultant is responsible for:

- Managing the PMU on a day-to-day basis, including coordination of the duties among PMU staff;
- Overall planning, coordination and implementation and supervision of the Project activities in a timely, efficient and transparent manner;
- Ensuring that all activities are carried out according to the provisions of the Loan agreement and Macedonian legislation and regulations and according to the agreed project procedures, including and not limited to financial management, project budgeting, procurement, contract negotiations and management, and related activities;
- Managing development of the annual project budget, procurement plan and work program;
- Managing and coordinating preparation of internal project documents, TORs and bidding documentation, evaluation committees and reports, contracts and agreements;
- Ensuring accurate financial, procurement and accounting records are kept and maintain financial and procurement discipline;
- Ensuring that payments are made in a proper and timely manner and that all sources of funding are available for the Project;
- Developing and establish an appropriate communication and information system to facilitate project preparation and coordination arrangements between the PMU, MoES, and stakeholders;
- Ensuring proper stakeholder consultations on all issues related to project preparation;
- Liaising with the World Bank, donors and other governmental and international financial institutions;
- Liaising with other projects;
- Providing assistance and support to the project beneficiaries in all areas related to the Project implementation;
- Reporting toward MoES, Ministry of Finance and the World Bank, as well as other institutions involved as required;
- Monitoring of performance of each project component
- Any other activities in correlation with the implementation of the SDISP project;

### **4. Reporting obligations**

The Consultant shall report to the Minister of Education and Science. Upon request by the Minister of Education and Science, the Consultant shall produce and submit progress reports for the implementation of the Project activities. The Consultant shall submit progress reports to the World Bank on annual basis or as otherwise required by the World Bank.

### **5. Consultant qualifications:**

- University degree. Master degree would be considered an advantage;
- At least 7 years work experience in the public sector. Experience in the education sector is an advantage.
- At least 5 years work experience in coordination and/or management of projects funded by international organizations. Relevant experience on World Bank projects would be considered an advantage;
- Excellent verbal and writing communication skills in English and Macedonian;
- Full computer literacy (MS Office)

**6. Duration of the assignment:**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

**PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)  
TERMS OF REFERENCE  
PROCUREMENT SPECIALIST**

**1. Background**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching aids, and grant program to implement their school improvement plans. The project

activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

## **2. Objective**

The objective is to hire an individual consultant in the project management unit as procurement manager who shall have the ultimate responsibility for the coordination and management of all day-to-day procurement activities needed for project implementation, including procurement of goods, works and services related to the implementation of PEIP.

## **3. Scope of services**

The Consultant is responsible for:

- Coordinating and managing of day to day procurement activities carried out under the project, and ensuring that procurement is carried out in compliance with the procedures agreed with the World Bank.
- Preparation and updating of procurement plan, procurement strategy for development, bidding documents and other procurement related documents;
- Coordinating the procurement process for each contract by guiding preparation and finalization of bidding/proposal documents, submitting documents for review and no-objection from the WB where necessary, sending invitations for bids/proposals and clarifications to bidders/consultants;
- Arranging for advertisement of procurement notices as relevant
- Organizing and coordinating with relevant staff from the implementing agency and stakeholders involved in the process of procurement evaluations including evaluation criteria, contract award/rejection notices and all other documentation associated with the evaluation process;
- Providing guidance in bid/proposal evaluation to nominated committees;
- Using Bank's online procurement planning and tracking tools to record all procurement actions under IPF operations, including preparing, updating and clearing its Procurement Plan, and seeking and receiving the Bank's review and No-objection to procurement actions as required;
- Providing assistance during the project implementation activities in respect to the procurement issues;
- Liaise with the World Bank procurement staff;
- Cooperating closely with the PMU Financial Specialist to ensure that all procurement, budgeting, and disbursement aspects are properly linked and monitored;
- Interacting with other PMU members in order to support overall project activities;
- Any other activities in correlation with the implementation of the PEIP project

## **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

## **5. Consultant qualifications:**

- University degree
- Minimum five years of practical professional experience in procurement. Experience in procurement on World Bank funded projects will be considered an advantage;
- Minimum five years of experience in project or contract work with international financial organizations. Experience in the education sector will be considered an advantage.



- Full computer literacy (MS Office)
- Excellent verbal and writing skills in Macedonian and English

**6. Duration of the assignment:**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

## **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

### **TERMS OF REFERENCE MONITORING AND EVALUATION SPECIALIST**

#### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put

into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching adds, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

## **2. Objective of the assignment**

The objective is to hire an individual consultant to provide assistance and support to the MOES during implementation of the PEIP with regards to monitoring project implementation and results and evaluation of the project outcomes.

## **3. Scope of services**

The Consultant shall be responsible for:

- development and putting in place an effective M&E system in order to provide important feedback mechanisms for policy, effectiveness, and credibility of the project activities
- design and implementation of tools to monitor the results framework for the Project;
- design and implementation of M&E studies/surveys to establish a baseline for project results indicators as well as their measures during project implementation
- coordination of performance audit and impact evaluation activities for selected activities/programs
- preparation of project related monitoring and progress reports
- assuring proper implementation of project policies related to stakeholder engagement
- assistance to the Project Director in regular updating of the monitoring indicators
- Any other activities in correlation with the implementation of the PEIP Project

## **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

## **5. Consultant's qualification**

The Consultant should have the following minimum experience and qualifications:

- University degree
- At least five years experience of work with international organizations in the field of project monitoring, evaluation and/or implementation. Experience on World Bank projects will be an advantage.
- Knowledge of the Macedonian public sector and up to date knowledge of the education system will be an advantage.
- Full computer literacy (MS Office)
- Excellent oral and writing skills in English and Macedonian.

## **6. Duration of the assignment**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

# **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

## **TERMS OF REFERENCE**

### **SCHOOL INFRASTRUCTURE SPECIALIST**

#### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but

focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching aids, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

## **2. Objective of the assignment**

The objective of this assignment is to hire an individual consultant in the project management unit as school infrastructure specialist to coordinate and support the process of upgrading of the physical learning environment of the primary schools in North Macedonia.

## **3. Scope of services**

- Cooperate and coordinate with relevant departments in MoES and project beneficiaries in the process of drafting technical documents (i.e. Bill of quantities, TORs, technical specifications, etc)
- Finalize technical specifications for procurement of works, goods and relevant technical services;
- Coordinate consultants, contractors and suppliers hired through the project for the purpose of upgrading of the physical learning environment, updating learning resources, or other project related activities
- Provide expertise and participate in the evaluation committees during the evaluation process related to the building/reconstruction and other project related activities;
- Managing and monitoring of the implementation of the contracts signed for preparation of project designs, supervision of works, furnishing, execution of civil works etc.
- Monitor and inspect progress of works, by making regular follow up visits to building/reconstruction sites in order to ensure that building/reconstruction works are performed within the agreed deadlines;
- Certify payments related to the procurement of goods, works and services after verification of works performed on sites;
- Any other activities in correlation with the implementation of the SDIS Project.

## **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

## **5. Experience and qualifications**

- University degree in Architecture or Civil Engineering;
- At least 5 years of professional experience in infrastructure project planning, management, monitoring and evaluation, particularly in the field of education and social services. Experience on World Bank projects would be considered an advantage.

Experience in coordination and management of civil works contracts. Experience in working with international organizations would be an advantage.

- Knowledge of Macedonian legislation and standards in the fields of architecture, design, construction, urban planning and environmental protection;
- Full computer literacy (MS Office);

- Fluency in Macedonian and English;  
Driver's license- category B

## **6. Duration of assignment**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

# **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

## **TERMS OF REFERENCE**

### **Social Specialist**

#### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career

advancement, teaching aids, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

## **2. Objective of the assignment**

The objective is to hire an individual consultant to provide assistance and support to the MOES through critical inputs for inclusion of vulnerable categories of students in implementation of PEIP.

## **3. Scope of work**

The Consultant shall be is responsible for:

- Providing technical support to the Ministry of Education and Science in the process of inclusion of vulnerable categories of students in education policy development and implementation
- Development of quality assurance standards for evaluation and accreditation of education institutions, providing related input regarding the education financing models with the accent of inclusion of vulnerable categories of students
- Assist in all MoES and project related activities with regards to social and inclusion aspects of the education policy development and project implementation;
- Providing assistance and coordination in the efforts of various stakeholders (NGOs, parents, student unions, etc.) with respect to ensuring their adequate representation and impact in outlining the social component of education policy development;
- Organize meetings and workshops related to inclusion of vulnerable categories in the project activities;
- Any other activities related to the implementation of PEIP and MoES operation.

## **2. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

## **3. Minimum qualifications of the consultant**

The Consultant should have the following experience and qualifications:

- University Degree;
- At least five years of relevant experience in the area of social services development;
- Knowledge of the Macedonian public sector and up to date knowledge of the state of the ongoing and proposed reforms in the Human development sector will be considered as an advantage;
- Full computer literacy (MS Office)
- Excellent verbal and writing communication skills in Macedonian and English.

## **4. Duration of assignment**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February

2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

## **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

### **TERMS OF REFERENCE FINANCIAL MANAGEMENT SPECIALIST**

#### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching aids, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

#### **2. Objective of the assignment**

The objective is to hire an individual consultant as financial specialist who will have the ultimate responsibility for the coordination and management of all day-to-day financial management and disbursement activities required for PEIP implementation.

#### **3. Scope of work**

The Consultant shall be responsible for:

- Coordinating and managing the day-to-day financial management functions of the project, including financial reporting, disbursement, consolidation, budgeting, planning, accounting and auditing aspects of the project as per the procedures agreed with the World Bank and the duties and procedures outlined in the Project Operational Manual;
- Contributing to the preparation of the design, customization and implementation of a proper financial and accounting system for project transactions to accommodate the World Bank and local authorities relevant requirements;
- Ensuring that all project transactions are properly recorded in the consolidated project's financial statements, to meet the World Bank, the Ministry of Finance and the Ministry of Education and Science financial requirements;
- Establishing and maintaining close links with the World Bank, National Bank of Republic of North Macedonia, Ministry of Finance, and the Ministry of Education and Science and ensuring that adequate sources of financing are available for the project;
- Preparing and submitting for approval to the Project Director and/or Project Manager, MoES and MoF the financial statements, budgets, financial projections, cash flow forecasts and all other Project reports as requested by the World Bank and the Government;
- Preparing and submitting to World Bank as per the agreed frequency withdrawal applications in the prescribed format to document and disburse the funds for project activities;
- Cooperating closely with the PMU Procurement Specialist to ensure that all accounting, procurement and disbursement aspects are properly linked and monitored;
- In cooperation with the PMU Procurement Specialist, leading the annual work plan and budget formulation process with selected PMU staff and the loan end-users staff, and prepare final plans for approval by the Project Director and the Minister of Education and Science;
- Ensuring that payments are made and accounted for in a proper and timely manner as per the procedures agreed under the project, that all sources of financing are available for the Project and that an appropriate contract payments' monitoring system is operational;
- Ensuring that payments for school grants are made and accounted for in a proper and timely manner and in accordance with the Project Operational Manual, respectively Grants Operational Manual, and ensuring adequate monitoring and control over grants disbursements and payments;
- Ensuring proper communication with the auditors of the project, providing information, allowing access and preparing the documents required for the audit of the annual project accounts;
- Controlling incoming invoices and other relevant documentation for reality of expenditures, adequacy and consistency versus signed contracts and preparing supporting documents for payments;
- Operating the Designated and the associated mirror account, and performing and documenting the account reconciliation, with any differences properly explained and/or followed up;
- Keeping and updating on a timely basis comprehensive analytical accounting records, used as basis for the generation of the quarterly Interim Financial Reports (IFRs);
- Assisting the grant beneficiaries with their financial management activities;
- Performing any other activities related to the implementation of the project.

#### **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.



## 5. Consultant's qualifications

The Consultant should have the following experience and qualifications:

- University degree in economics, finance, accounting or related
- At least five years of practical experience in finance. Experience in financial management and accounting principles for World Bank projects will be an advantage.
- Experience of work with the International Accounting Standards and Macedonian tax and banking regulations
- Full computer literacy (MS Office)
- Excellent oral and writing skills in English and Macedonian.

## 6. Duration of the assignment:

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

# PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)

## TERMS OF REFERENCE ENVIRONMENTAL SPECIALIST

### 1. Background of the Project

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and

eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching adds, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

## **2. Objective of the assignment**

The objective of this assignment is to provide an adequate support to the Ministry of Education and Science (MoES) and expertise for the environmental management of the overall project and subproject activities under the PEIP, as per the requirements of ESSs relevant for the project.

## **3. Scope of work**

The Consultant shall be responsible for:

- Assistance to the MoES for environmental issues related to the development and implementation of the school grant program and for overall PEIP activities;
- Ensuring that (i) school grant proposals are correctly screened for environmental issues, (ii) review of the environmental management documentation of school grants proposal, including the Environmental and Social Management Plan (ESMP) Checklist (template attached in annex 9), (iii) participation in the evaluation of the proposals, and (iv) delivering series of trainings to potential school- grant applicants in order to improve the capacity of school teams to deal with environmental risks associated with the grant implementation;
- Providing advice school grant applicants on ‘as needed’ basis at all stages of grant proposals’ preparation and implementation;
- Conducting all necessary procedures in line with the Environmental and Social Framework and the project ESCP;
- Monitoring and reporting of the implementation of sub-projects as arranged in the Project Operational Manual and Grants Operational Manual;
- Provide training when necessary to the schools for the required environment and safety standards and /or issues necessary for applicant's sub-project appraisal and evaluation;
- Assistance to the Project Director, PMU staff and MOES in preparation of project related documents;
- Any other activities in correlation with the implementation of the PEIP project

## **4. Reporting obligations**

The consultant shall report to the Project Director. The Consultant shall produce and submit regular progress reports for the implementation of the Project activities at least at the end of every month or more frequent if required.

## **5. Consultant qualifications:**

- **Bachelor University Degree in environmental sciences, environmental engineering, or related** At least 5 years of professional experience in preparation of Environmental Assessments/Management Plans and environmental training programs for governmental organizations, NGOs and other audience for different types of the project;
- Strong experience in identification and prioritization of environmental problems, tools and methodology development, project management at local and regional experience;
- At least 5 years of experience in project or contract work with international financial organizations.
- Full computer literacy (MS Office)
- Excellent verbal and writing skills in Macedonian and English

## **6. Duration of the assignment:**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

# **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

## **TERMS OF REFERENCE GRANTS COORDINATOR**

### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system

toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching adds, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

## **2. Objective of the assignment**

The objective of this assignment is to hire an individual consultant in the project management unit to provide assistance and support the Ministry of Education and Science in the process related to implementation of the school grants program for primary schools in North Macedonia.

## **3. Scope of work**

The Consultant shall be is responsible for:

- Implementing and promoting the grants program;
- Assistance in preparation of Grant Operations Manual;
- Ensuring that the grants review and selection process is done in a manner that is responsible, professional, financially sound, participatory, sensitive to local needs, culture and politics;
- Assisting in the provision of technical and logistical support in the grants review and selection process to ensure it is in compliance with the various policies, financial guidelines and budget requirements;
- Coordination of the Grant Approval Committee meetings and providing administrative support for the meetings etc.;
- Processing the applications for grants, preparing reports, contacting applicants regarding the outcome of applications and authorizing payments;
- Monitoring the outcome of school projects financed through the grant program;
- Contributing to the monitoring and evaluation framework and assisting in its implementation through data gathering;
- Facilitating regular communication with grantees, maintaining cooperative partnerships between the MoES and the grantees and other possible stakeholders;
- Establishing and maintaining the register/database of grantees;
- Any other activities in relation with the implementation of the PEIP Project.

## **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

## **5. Consultant qualifications**

The Consultant should have the following experience and qualifications:

- University degree;
- At least 5 years of professional experience in the education sector in North Macedonia.
- At least 5 years of professional experience in implementing/monitoring grants programs/projects. Experience on World Bank projects would be considered an advantage;
- Full computer literacy (MS Office);
- Excellent verbal and writing skills in Macedonian and English.

## **6. Duration of the assignment:**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

# **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

## **TERMS OF REFERENCE**

### **COORDINATOR FOR PROFESSIONAL DEVELOPMENT**

#### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but

focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching adds, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

## **2. Objective of the assignment**

The objective of this assignment is to hire an individual consultant in the project management unit to provide assistance and support the Ministry of Education and Science, Bureau for Development of Education and State Education Inspectorate in the: (i) implementation of professional standards and career paths for teachers, MPST, and school leaders, (ii) modernization of in-service professional development programs and in introducing changes to pre-service and new teacher selection as stipulated in the new Law on Teachers and Teaching Assistants in Primary and Secondary School.

## **3. Scope of work**

The Consultant shall be is responsible for:

- Administrative and logistical assistance to the MOES and BDE for issues related to the implementation of professional standards and career paths for teachers;
- Coordination and communication among all relevant stakeholders in the processes for modernization of in-service professional development programs (identifying teachers professional development needs, content development, delivery modes, teacher support etc);
- Assistance to the MOES, BDE, SEI and all relevant stakeholders in the preparation of Terms of Reference and other project related documents;
- Coordination between the international and local consultants on one side and the Ministry, Project Director and BDE Director on the other side, in performing of their activities;
- Monitoring of the project activities related to the implementation of professional standards, modernization of INSET & PRESET
- Assistance to the Project Director, BDE Director, and Macedonian authorities in preparation of project related documents;
- Any other activities in correlation with the implementation of the PEIP project

## **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

## **5. Consultant qualifications:**

- University degree
- At least 3 years of professional experience in the area of education, training, social services, public administration or similar;

- At least 2 years of experience in project or contract work with international financial organizations. Experience on World Bank projects would be considered an advantage;
- Full computer literacy (MS Office)
- Excellent verbal and writing skills in Macedonian and English

## **6. Duration of the assignment:**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

### **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

#### **TERMS OF REFERENCE**

##### **IT Specialist**

### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching aids, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education

system that is orienting all parts of the system toward learning.

## **2. Objective of the assignment**

The objective of this assignment is to hire an individual consultant to provide assistance and support to the Ministry of Education and Science in implementation of PEIP activities, especially Information Sharing Platform (ISP), Platform for National Assessment in primary education (PNA) and establishment of ICT laboratories in primary schools.

## **3. Scope of work**

The Consultant shall be responsible for:

- Provide technical assistance to the Ministry of Education and Science for issues related to the implementation of Information Sharing Platform (ISP) and Platform for National Assessment in primary education (PNA);
- Technical conceptualization and design of mechanisms for promoting accountability through information sharing;
- Preparation of technical specifications for procurement of software and hardware for the needs of the ISP and PNA;
- Coordination of activities related to contracts for design, implementation and/or supply of software and hardware for the needs of the ISP and PNA;
- Provide technical support during software testing period to ensure that ISA and PNA are implemented and functioning according to technical specifications;
- Coordination of activities related to establishment of ICT laboratories in primary schools;
- Coordination of activities for supply of equipment and expert services to support the establishment of ICT laboratories;
- Design, development and implementation of an online Grievance Redress Mechanism (GRM);
- Perform maintenance and upgrades of the GRM;
- Ensure coherence with regulations on privacy rights and security of data;
- Any other IT activities in correlation with the implementation of the PEIP.

## **4. Reporting obligations**

The Consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

## **5. Consultant qualifications:**

- University degree in computer science, informatics or related
- Minimum 5 years of experience in public information systems development, implementation and usage; Experience with World Bank supported projects will be an advantage;
- Minimum 5 years of experience in managing and implementation of web base application projects;
- Knowledge in relational database management and Structured Query Language (SQL);
- Experience in data gathering and management in fields such as: education or social affairs, econometrics and statistics;
- Experience in computer, server and network administration;
- Experience in MS-Windows and Linux;



- Project management related to implementation of software solutions;
- Excellent knowledge of the English and Macedonian language.

## **6. Duration of the assignment:**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

# **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

## **TERMS OF REFERENCE COORDINATOR FOR NATIONAL ASSESMENT**

### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers,

school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching adds, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

## **2. Objective of the assignment**

The objective of this assignment is to hire an individual consultant in the project management unit to provide assistance and support the Ministry of Education and Science and the National Examination Centre in the development and administration of the national assessment program (NAP) and in dissemination and utilization of assessment data at school and central levels as stipulated in the Concept for National Assessment in Primary Education.

## **3. Scope of work**

The Consultant shall be is responsible for:

- Administrative and logistical assistance to the MOES and NEC for issues related to the development and implementation of the National Assessment Program;
- Coordination and communication with all relevant stakeholders in order to ensure a consistent approach of the administration of national assessment in literacy and mathematics in grade 3 and 5 initially;
- Assistance to the MOES, NEC and all relevant stakeholders in the preparation of Terms of Reference and other project related documents;
- Coordination between the international and local consultants on one side and the Ministry, Project Director and SEC Director on the other side, in performing of their activities;
- Monitoring of the project activities related to the implementation of NAP instruments;
- Assistance to the Project Director, SEC Director, and Macedonian authorities in preparation of project related documents;
- Any other activities in correlation with the implementation of the PEIP project

## **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

## **5. Consultant qualifications:**

- University degree
- At least 5 years of professional experience in the education sector;
- At least 5 years of experience in project or contract work with international financial organizations. Experience on World Bank projects would be considered an advantage;
- Full computer literacy (MS Office)
- Excellent verbal and writing skills in Macedonian and English

## **6. Duration of the assignment:**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

## **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

### **TERMS OF REFERENCE PRIMARY EDUCATION COORDINATOR**

#### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching aids, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

#### **2. Objective of the assignment**

The objective of this assignment is to hire an individual consultant in the project management unit to provide assistance and support the Ministry of Education and Science, Bureau for Development of Education and State Education Inspectorate in the: (i) revision of the school improvement framework focusing and improving the capacity of schools to conduct self-evaluation and develop a School Improvement Plan (SIP) (ii) designing and implementing a grant program to support SIP activities; and (iii) provision of School Grants to selected primary schools to finance activities to ensure effective learning for weak and vulnerable students and those made most vulnerable by the COVID-19 pandemic.

### **3. Scope of work**

The Consultant shall be is responsible for:

- Administrative and logistical assistance to the MOES, BDE and SEI for issues related to the revision of School improvement framework and improving the capacity of schools to conduct a self-evaluation and revised their SIPs;
- Coordination and communication with all relevant stakeholders in the processes for designing and implementation of grant program for innovative SIPs;
- Assistance to the MOES, BDE, SEI and all relevant stakeholders in the preparation of Terms of Reference and other project related documents;
- Coordination between international and local consultants and the Ministry, Project Director and BDE, SEI Director in coordination of their activities;
- Monitoring of the project activities related to the implementation of grant program,
- Assistance to the Project Director, BDE, SEI Director, and Macedonian authorities in preparation of project related documents;
- Any other activities in correlation with the implementation of the PEIP project

### **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

### **5. Consultant qualifications**

The Consultant should have the following experience and qualifications:

- University degree.
- At least 3 years of professional experience in the area of education, social services, public administration or similar;
- At least 2 years of experience in project or contract work with international financial organizations. Experience on World Bank projects would be considered an advantage;
- Full computer literacy (MS Office)
- Excellent verbal and writing skills in Macedonian and English

### **6. Duration of the assignment:**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February

2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

## **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

### **TERMS OF REFERENCE**

#### **Citizen Engagement Consultant**

##### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching adds, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

## **2. Objective of the assignment**

The objective is to hire an individual consultant to provide assistance and support to the MOES during implementation of the PEIP for designing and/or improving citizen engagement mechanisms which serve as critical contribution to the effectiveness of the reform processes in the area of education.

## **3. Scope of work**

The Consultant shall be is responsible for:

- Providing support to the Ministry of Education and Science for improving and implementing citizen engagement mechanisms.
- Provide assistance in design and implementation of citizen engagement activities.
- Providing assistance in monitoring and evaluation of citizen engagement activities, especially related to project activities;
- Foster links between citizen engagement in internationally financed projects and other efforts being made to facilitate dialogue between state and civil society actors;
- Work closely with the Grants Coordinator in managing the administration of secondary-school grant sub projects and ensuring that are implemented in line with the Project Operational Manual and Grant operational Manual;
- Support in organization and conducting public consultations and social partners meetings related to the education services and the school grants;
- Any other activities related to the implementation of the PEIP and MOES operation.

## **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

## **5. Consultant's qualifications**

The Consultant should have the following minimum experience and qualifications:

- University degree.
- At least 5 years of professional experience related and including wide citizen engagement activities, especially government reforms, projects, initiatives etc.
- Experience on World Bank projects will be an advantage.
- Knowledge of the Macedonian public sector and up to date knowledge of the education and labor market systems will be an advantage.
- Full computer literacy (MS Office)
- Excellent oral and writing skills in English and Macedonian.

## **6. Duration of the assignment:**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

## **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

### **TERMS OF REFERENCE SCHOOL INFRASTRUCTURE SPECIALIST**

#### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching aids, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

#### **2. Objective of the assignment**

The objective of this assignment is to hire a Civil Engineer/Architect to support the implementation of the PEIP project component 1 activities particularly related to upgrading of the physical learning environment of the primary schools in North Macedonia.

### **3. Scope of services**

- o Assist in preparation of technical specifications for procurement of works, goods and relevant technical services for minor rehabilitation of primary schools in terms of upgrading electricity, lighting, connectivity, toilet facilities, community spaces for teachers and learners;
- o Coordinate consultants, contractors and suppliers hired through the project for the purpose of upgrading of the physical learning environment, updating learning resources, or other project related activities
- o Provide expertise and participate in the evaluation committees during the evaluation process related to the building/reconstruction and other project related activities;
- o Monitoring of the implementation of the contracts signed for preparation of project designs, supervision of works, furnishing, execution of civil works etc.
- o Monitor and inspect progress of works, by making regular follow up visits to building/reconstruction sites in order to ensure that building/reconstruction works are performed within the agreed deadlines;
- o Any other activities in correlation with the implementation of the project.

### **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

### **5. Experience and qualifications**

- o University degree in Architecture or Civil Engineering;
- o Knowledge of Macedonian legislation and standards in the fields of architecture, design, construction, urban planning and environmental protection;
- o At least 3 years of professional experience in project design, assessment, inspection or supervision of construction works and large scale renovations;
- o Experience in coordination and management of civil works contracts will be considered an advantage;
- o Knowledge of construction terminology, ability to produce, read and interpret technical drawings and specifications, construction details, notes and instructions, sequencing scheduling, means and methods of carrying out construction;
- o Full computer literacy;
- o Fluency in Macedonian and English language
- o Driving license.

### **6. Duration of assignment**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.



# PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)

## TERMS OF REFERENCE for GRANTS FINANCIAL OFFICER

### 1. Background of the Project

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching aids, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

### 2. Objective of the assignment

The objective is to hire an individual consultant as grants financial officer who will have the ultimate responsibility for the coordination and management of all day-to-day financial management and disbursement activities related to the school grants program within PEIP.

### 3. Scope of work

The Consultant shall be responsible for:

- Assist in coordinating and managing the day-to-day financial management functions of the project, including financial reporting, disbursement, consolidation, budgeting, planning, accounting especially with regards to the school grants program in accordance with Project Operational Manual and Grants Operational manual;
- Ensuring that all grants transactions are properly recorded in the consolidated project's financial statements, to meet the World Bank, the Ministry of Finance and the Ministry of Education and Science financial requirements;
- Assist the PMU Financial Manager in preparing project financial statements, budgets, financial projections, cash flow forecasts and all other Project reports as requested by the World Bank and the Government;
- Ensuring that payments for school grants are made and accounted for in a proper and timely manner and in accordance with the Project Operational Manual and Grants Operational Manual, and ensuring adequate monitoring and control over grants disbursements and payments;
- Ensuring proper communication with the auditors of the project, providing information, allowing access and preparing the documents required for the audit of the annual project accounts;
- Controlling incoming invoices and other relevant documentation related to the grants program with respect to reality of expenditures, adequacy and consistency versus signed contracts and preparing supporting documents for grant payments;
- Keeping and updating on a timely basis comprehensive analytical accounting grants records, used as basis for the generation of the quarterly Interim Financial Reports (IFRs);
- Assisting the grant beneficiaries with their financial management activities;
- Performing any other activities related to the implementation of the project.

#### **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

#### **5. Consultant's qualifications**

The Consultant should have the following experience and qualifications:

- University degree in economics, finance, accounting or related
- At least three years of practical experience in finance. Experience in financial management and accounting principles for World Bank projects and/or public finances will be an advantage.
- Experience of work with the International Accounting Standards and Macedonian tax and banking regulations
- Full computer literacy (MS Office)
- Excellent oral and writing skills in English and Macedonian.

#### **6. Duration of the assignment:**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 27 February 2026. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

## **PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

### **TERMS OF REFERENCE**

**for**

### **Consultant for processing and analyzing data**

#### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching adds, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

#### **2. Objective of the assignment**

The objective of this assignment is to hire an individual consultant in order to provide support to the MOES during implementation of PEIP with regards to gathering, processing and analyzing data for the purpose of obtaining information on project results and impact of project activities.

### **3. Scope of services**

The consultant shall be responsible for:

- Coordination and cooperation with the PMU Monitoring and Evaluation Specialist in gathering, processing and analyzing project related data;
- Coordination and cooperation with the MOES Unit for Strategic Planning and Analysis especially for producing simulations regarding projected, actual and optimal budget available to the MoES and the effects of each scenario on the execution of the planned policy interventions of the MoES
- Reading historical demographic data and developing demographic assumptions, including fertility and mortality rates, dropout rates and immigration/emigration, related to the education sector;
- Reading historical economic data and developing economic assumptions, including education budget, GDP, average wages per sector/qualification, unemployment rates, school to work transition trends, infrastructure returns to investment and possible savings etc;
- Models and methods to project impact of different scenarios on investment in education;
- Making assessments of the costs of the proposed changes in the legislation
- Any other activities in correlation with the implementation of the PEIP Project

### **4. Reporting obligations**

The consultant shall report to the Project Director. Upon request by the Project Director and/or the Minister of Education and Science the Consultant shall produce and submit progress reports for the implementation of the Project activities.

### **5. Consultant's qualification**

The Consultant should have the following minimum experience and qualifications:

- University level degree in mathematics or related. Actuarial or data science will be considered an advantage
- At least 5 years of experience in data analysis preferably in the public sector.
- Experience in developing cost projections for fully funded system,
- Working experience in data analysis and other activities related to preparation of statistics, survey analysis, policy evaluation and data forecasting will be considered an asset;
- Full computer literacy (MS Office)
- Excellent oral and writing skills in English and Macedonian.

### **6. Duration of the assignment**

The Consultant will work under a time-based contract. The assignment will be full time, working 8 hours a day on the regular business days in North Macedonia. The contract for this assignment will be until 31 August 2025. A downstream work might be needed, subject to Client's business needs under the project and subject to consultant's satisfactory performance.

## **ANNEX 8. PROJECT AUDIT TERMS OF REFERENCE PRIMARY EDUCATION IMPROVEMENT PROJECT (PEIP)**

### **TERMS OF REFERENCE**

#### **Financial Audit of the Primary Education Improvement Project**

##### **1. Background of the Project**

The Primary Education Improvement Project (PEIP) development objective is to improve conditions for learning in primary education in North Macedonia.

The Project would support the Government of North Macedonia's initiatives geared to:

- improve learning environment at the primary level;
- improve quality of teaching practices; and
- implement school improvement plans that use performance data and monitoring tools for improving student learning.

The project will be 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. Two enabling elements are system-level reforms that would create the necessary enabling conditions so the school teachers are empowered with data on learning and up-to-date training. Component 2 would 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 would put into practice professional competences for educators. Together, these elements will provide adequate information, tools, training and support to create effective and improved conditions for learning and ultimately increase student achievement. Component 4 would strengthen sector management, project management and monitoring and evaluation. The legal framework for implementation of above-mentioned reform interventions was recently adopted and there is an adequate institutional set up to embed them and eventually further enhance. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

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). Projects direct beneficiaries will include primary education students, but focused support will be given those who are vulnerable (Roma, girls, students disproportionately affected by the closure of schools due to the COVID-19 pandemic) which are expected to benefit from improved learning and physical environment in the schools as well as from better-trained teachers. Primary education teachers, school principals, and MPSTs will benefit from more efficient professional development and career advancement, teaching aids, and grant program to implement their school improvement plans. The project activities are targeted toward building the foundation of a modern and efficient primary education system that is orienting all parts of the system toward learning.

##### **2. Objective**

The objective of the audit is to enable the auditor to express an opinion on the PEI project financial statements (PFS) as of [MONTH, DATE, YEAR] and for the fiscal year then ending.

The Project's accounting system (books and records) which provides the basis for the preparation of the PFS, was established to record the financial transactions of the Project, and is maintained by Project's management unit (PMU) within Ministry of Education and Science.

### **3. Scope of Services**

The audit will be conducted in accordance with International Standards on Auditing (ISA) as published by the International Auditing and Assurance Standards Board of the International Federation of Accountants (IFAC), with special reference to ISA 800 (Auditor's Report on Special Purpose Audit Engagements) and to relevant World Bank guidelines. In conducting the project audit, special attention should be paid to the following:

- a. External funds have been used in accordance with the conditions of the relevant general conditions, relevant financing agreements and disbursement letter, with due attention to economy and efficiency, and only for the purposes for which the financing was provided.
- b. Extending the scope of review with respect to grants given to the final entities to include performance review at least on a sample basis to ensure that agreed outputs are delivered in an efficient manner
- c. Goods, works and services financed have been procured in accordance with the relevant general conditions, relevant financing agreements and disbursement letter;
- d. Necessary supporting documents, records, and accounts have been kept in respect to all Project ventures including expenditures reported via Summary Report or Designated Accounts (DAs) used as the basis of disbursement. Clear linkages should exist between the accounting records and the financial reports presented to the Bank.
- e. Designated Accounts have been maintained in accordance with the provisions of the relevant general conditions, relevant financing agreements and disbursement letter.
- f. The PFS have been prepared in accordance with generally accepted accounting principles and practices and relevant World Bank guidelines, and give a true and fair view of the financial position of the Project as of [MONTH DATE, YEAR] and of the resources and expenditures for the fiscal year then ending.

The audit will cover the period from the effectiveness date (-----) to 31 August 2025 referring to the audit of Project's Financial Statements for the segregated Designated Account which would be opened for implementation of the project.

The audit includes a review of the consolidated project financial statements, including transactions incurred by MOES, as well as financial and accounting system, transactions and operations, verify the reliability of accounting and financial statements and other reports submitted to the Project Director, the Minister and the WB. The audit should also identify bottlenecks in the internal control and financial systems, and recommend respective improvements.

During the audit of the project financial statements, the auditor is required to review the activities of the project's designated account. Activities to be examined will include deposits received, payments made, interest earned and reconciliation of period-end balances. It is critical to understand that deposits into, and payments out of the Designated Account are made exclusively for eligible expenditures in accordance with the provisions as per Loan Agreement.

The auditor should pay particular attention as to the compliance with the Bank's procedures and the balances of the Designated Accounts at the end of the each fiscal year for the period 2021-2025 and the adequacy of internal controls for this type of disbursement mechanism.

### **3.1 Responsibility for preparation of financial statements**

The responsibility for the preparation of financial statements including adequate disclosure is that of the project's management. This includes the maintenance of adequate accounting records and internal controls, the selection and application of accounting policies, and the safeguarding of the assets of the project. As part of the audit process, the auditor will request from management written confirmation concerning representations made to us in connection with the audit.

### **3.2 Project Financial Statements**

As part of the audit of the PFS, the auditor is required to audit the Project Financial Statements:

- a) Summary of Funds received, showing the World Bank, Project funds separately.
- b) Summary of Expenditures shown under the main project headings and by main categories of expenditures, both for the current fiscal year and accumulated to-date;
- c) Summary of Summary Reports used as the basis for the submission of withdrawal applications;
- d) A Statement of Designated Account; and
- e) a Balance Sheet showing Accumulated Funds of the Project, bank balances, other assets of the Project, and liabilities, if any.

### **3.3 Summary report**

Apart of the audit of the PFS ,the auditor is required to audit all Summary Reports and Interim Un-audited Financial Reports (Interim Reports) used as the basis for the submission of withdrawal applications

These Summary Reports (or Interim Reports) should be compared for project eligibility with the relevant general conditions, relevant financing agreements, and disbursement letter, and with reference to the Project Appraisal Document for guidance when considered necessary. Where ineligible expenditures are identified as having been included in withdrawal applications and reimbursed against, these should be separately noted in separate note disclosures and also in the management letter, by the auditor. The Project Financial Statements (or included within the notes to the project financial statements) should be a schedule listing individual Summary Reports (or Interim Reports if used as the basis of disbursement) withdrawal applications by specific reference number and amount.

The auditor should pay particular attention as to whether:

- a) the Summary Reports (or Interim Reports) have been prepared in accordance with the provisions of the relevant financing agreement.
- b) expenditures have been made wholly and necessarily for the realization of project objectives.
- c) Information and explanation necessary for the purpose of the audit have been obtained;
- d) supporting records and documents necessary for the purpose of the audit have been retained, and

- e) the Summary Reports (or Interim Reports) can be relied upon to support the related withdrawal applications.

### **3.4 Designated account**

In conjunction with the audit of the Project Financial Statements, the auditor is also required to audit the activities of the Designated Accounts associated with the Project. The Designated Accounts usually comprise

- a) Deposits and replenishments received from the Bank;
- b) Payments substantiated by withdrawal applications;
- c) Interest that may be earned from the balances and which belong to the borrower; and
- d) the remaining balances at the end of each fiscal year.

The auditor should pay particular attention as to the compliance with the Bank's procedures and the balances of the Designated Accounts at the end of the fiscal year (or period). The auditor should examine the eligibility of financial transactions during the period under examination and fund balances at the end of such a period, the operation and use of the DAs in accordance with the relevant general conditions, relevant financing agreements and disbursement letter, and the adequacy of internal controls for this type of disbursement mechanism.

For this Project, the Designated Accounts are referred to in [CITE RELEVANT CLAUSES] of the relevant general conditions, relevant financing agreements and disbursement letter.

### **3.5 Audit reports**

The auditors will issue an audit opinion on the Financial Audit of the Primary education improvement project (PEIP), Project Financial Statements.

In addition to the audit opinion, the auditor will prepare a "management letter," in which the auditor will:

- a) Give comments and observations on the accounting records, systems, and controls that were examined during the course of the audit;
- b) Identify specific deficiencies and areas of weakness in systems and controls and make recommendation for their improvement;
- c) Report on the lack of compliance of each financial covenant in the relevant financing agreement;
- d) Communicate matters that have come to their attention during the audit which might have a significant impact on the implementation of the project;
- e) Bring to the borrower's attention any other matters that the auditor considers pertinent; and
- f) Include management's comments in the final management letter

The financial statements, including the audit opinion, and management letter should be received by the PEIP Project's Management Unit no later than six months after the end of the audited fiscal year. The PEIP Project's Financial Manager should then promptly forward two copies of the audited project financial statements (including audit opinion) and management letter to the Bank.



#### **4. Duration, Reporting and Outputs**

Audit services would be required to cover the following periods:

The following reports should be furnished:

- a) Audit report including the audit opinion and management letter covering the period from (shall be additionally defined up to December 31, 2021) should be completed no later than June 20, 2022; Audit report including the audit opinion and management letter covering the period from January 1, 2022 up to December 31, 2022 should be completed no later than June 20, 2023;
- b) Audit report including the audit opinion and management letter covering the period from January 1, 2023 up to December 31, 2023 should be completed no later than June 20, 2024;
- c) Audit report including the audit opinion and management letter covering the period from January 1, 2024 up to December 31, 2024 should be completed no later than June 20, 2025;
- d) Audit report including the audit opinion and management letter covering the period from January 1, 2025 up to August 31, 2025 should be completed no later than February 2026;

The financial statements, the auditor's report and management letter in English should be submitted to the Project Director and Financial Manager. The Financial Manager should then promptly forward a copy of the audited project financial statements (including the auditor's report) and management letter to the World Bank.

#### **5. Public Disclosure**

In accordance with "The World Bank (the Bank) Policy on Access to Information" dated July 1, 2010 for Bank-financed operations for which the invitation to negotiate is issued on or after July 1, 2010, the Bank requires that the borrower makes the audited financial statements publically available in a timely fashion and manner acceptable to the Bank. In addition, following the Bank's formal receipt of these financial statements from the borrower, the Bank makes them available to the public in accordance with this policy.

Management Letters, special audits (i.e. whose nature is not financial), and unaudited financial statements (e.g. Interim Financial Reports) are not considered to be part of the definition of the audited financial statements for the purposes of disclosure.

Only in exceptional cases the Bank may agree, i.e. when the audited financial statements contain proprietary or commercially sensitive information, that the borrower or designated project entity may be exempted from disclosing the full set of audited financial statements, but is still required to disclose an abridged version of them in a form acceptable to the Bank. Exceptions are approved by World Bank management.

#### **6. General**

The responsibility for the preparation of financial statements including adequate disclosure is that of the project management unit of the Primary education improvement project (PEIP). This includes the maintenance of adequate accounting records and internal controls, the selection and application of accounting policies, and the safeguarding of the assets of the entity. As part of the audit process, the auditor will request from management written confirmation concerning representations made to the auditor in connection with the audit.

The PEI Project's Management Unit will co-operate fully with the auditor and will make available to the auditor whatever records, documentation and other information is requested by the auditor in connection with the audit. The auditor should be given access to all legal documents, correspondence, and any other information associated with the project and deemed necessary by the auditor. Confirmation should also be obtained of amounts disbursed and outstanding at the Bank.

It is highly desirable that the auditor becomes familiar with the relevant World Bank guidelines, which explain the Bank's financial reporting and auditing requirements. These guidelines include:

- Financial Management Practices in World Bank Financed Investment Operations, dated November 2005, updated 2017
- World Bank Disbursement Handbook for Borrowers, updated 2017
- Disbursement Guidelines for Investment Project Financing dated February 2017
- Financial Monitoring Report (FMR)
- Guidelines to Borrowers dated November 30, 2001.

The auditor should understand that working papers under World Bank project can be subject to the review by Client's and/or World Bank designated staff.

## ANNEX 9. ESMP CHECKLIST FOR CONSTRUCTION AND REHABILITATION ACTIVITIES

### PART A: GENERAL PROJECT AND SITE INFORMATION

INSTITUTIONAL & ADMINISTRATIVE				
Country	North Macedonia			
Project title	Primary Education Improvement Project (PEIP)			
Scope of project and activity	Small construction works for buildings rehabilitation within the project			
Institutional arrangements (Name and contacts)	WB (Project Team Leader)	Project Management	Local Counterpart and/or Recipient	
Implementation arrangements (Name and contacts)	Safeguard Supervision	Local Counterpart Supervision	Local Inspectorate Supervision	Contactor
SITE DESCRIPTION				
Name of site				
Describe site location	Attachment 1: Site Map [ ]Y [ ]N			
Who owns the land?				
Description of geographic, physical, biological, geological, hydrographic and socio-economic context				
Locations and distance for material sourcing, especially aggregates, water, stones?				
Confirmation of the seismic stability of the building (school) to be refurbished (with official respective documentation attached)				
Confirmation of the fire safety measures and fire emergency evacuation plan to be in place for the building (school) to be refurbished				
LEGISLATION				
Identify national & local legislation & permits that apply to project activity				

<b>PUBLIC CONSULTATION / COMMUNITY DIALOGUE</b>	
Identify when / where the public consultation / community dialogue process took place	
<b>INSTITUTIONAL CAPACITY BUILDING</b>	
Will there be any capacity building?	<input type="checkbox"/> N or <input type="checkbox"/> Y if Yes, Attachment 2 includes the capacity building program
<b>SOCIAL RISKS &amp; IMPACTS</b>	
Identify the potential social risks and impacts initiated by the project implementation (vulnerable and/or disadvantaged groups of children, e.g. Roma, children with disabilities, students from low income households, etc.)?  Propose the mitigation measures in this regard.	
Identify specific risks that each vulnerable group face?	
Roma Children?	
Children with disability?	
Children belonging to poor families (under social assistance scheme or not)	
<b>GRIEVANCE REDRESS MECHANISM (GRM)</b>	
Description of Project level GRM	
<b>LABOR AND WORKING CONDITIONS</b>	
Direct Workers (description and number if applicable)	
Contracted Workers (description and number)	
Primary Supply Workers (description and number) if applicable	
Assessment of key labor risks	
Overview of labor legislation (terms and conditions)	
Overview of labor legislation (Occupational Safety and Health )	
Grievance Redress Mechanism for Project workers	

## **PART B: SAFEGUARDS INFORMATION**

### **ENVIRONMENTAL /SOCIAL SCREENING**

	<b>Activity</b>	<b>Status</b>	<b>Triggered Actions</b>
Will the site activity include/involve any of the following??	A. Building rehabilitation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Section <b>A</b> below
	B. New construction	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	See Section <b>A</b> below
	C. Individual wastewater treatment system	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	See Section <b>B</b> below
	D. Historic building(s) and districts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ??	See Section <b>C</b> below
	E. Acquisition of land <sup>26</sup>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	See Section <b>D</b> below
	F. Hazardous or toxic materials <sup>27</sup>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Section <b>E</b> below
	G. Impacts on forests and/or protected areas	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	See Section <b>F</b> below
	H. Handling / management of medical waste	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	See Section <b>G</b> below
	I. Traffic and Pedestrian Safety	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Section <b>H</b> below

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<b>Screening for vulnerable groups</b>			
	<b>Activity</b>	<b>Status</b>	<b>Triggered Actions</b>
Do any of the following groups attend the sub project school?	J. Children with Disabilities	<input type="checkbox"/> Yes <input type="checkbox"/> No	See Section <b>I and J</b> below
	K. Roma children	<input type="checkbox"/> Yes <input type="checkbox"/> No	See Section <b>J</b> below
	L. Children from low income household	<input type="checkbox"/> Yes <input type="checkbox"/> No	See Section <b>J</b> below

<sup>26</sup> Land acquisitions includes displacement of people, change of livelihood encroachment on private property this is to land that is purchased/transferred and affects people who are living and/or squatters and/or operate a business (kiosks) on land that is being acquired.

<sup>27</sup> Toxic / hazardous material includes but is not limited to asbestos, toxic paints, noxious solvents, removal of lead paint, etc.

## PART C: MITIGATION MEASURES

ACTIVITY	PARAMETER	MITIGATION MEASURES CHECKLIST
<b>0. General Conditions</b>	Notification and Worker Safety	<ul style="list-style-type: none"> <li>(a) The local construction and environment inspectorates and communities have been notified of upcoming activities</li> <li>(b) The public has been notified of the works through appropriate notification in the media and/or at publicly accessible sites (including the site of the works)</li> <li>(c) All legally required permits have been acquired for construction and/or rehabilitation</li> <li>(d) The Contractor formally agrees that all work will be carried out in a safe and disciplined manner designed to minimize impacts on neighboring residents and environment.</li> <li>(e) All workers will have signed contracts</li> <li>(f) Workers' PPE will comply with international good practice (always hardhats, as needed masks and safety glasses, harnesses and safety boots)</li> <li>(g) All workers will sign a Code of Conduct and will sign a Code of Conduct in relation to Gender Based Violence</li> <li>(h) Appropriate signposting of the sites will inform workers of key rules and regulations to follow.</li> <li>(i) No workers under the minimum age of employment will be hired</li> </ul>
<b>A. General Rehabilitation and /or Construction Activities</b>	Air Quality	<ul style="list-style-type: none"> <li>(a) During interior demolition debris-chutes shall be used above the first floor</li> <li>(b) Demolition debris shall be kept in controlled area and sprayed with water mist to reduce debris dust</li> <li>(c) During pneumatic drilling/wall destruction dust shall be suppressed by ongoing water spraying and/or installing dust screen enclosures at site</li> <li>(d) The surrounding environment (side walks, roads) shall be kept free of debris to minimize dust</li> <li>(e) There will be no open burning of construction / waste material at the site</li> <li>(f) There will be no excessive idling of construction vehicles at sites</li> </ul>
	Noise	<ul style="list-style-type: none"> <li>(a) Construction noise will be limited to restricted times agreed to in the permit</li> <li>(b) During operations the engine covers of generators, air compressors and other powered mechanical equipment shall be closed, and equipment placed as far away from residential areas as possible</li> </ul>
	Water Quality	<ul style="list-style-type: none"> <li>(a) The site will establish appropriate erosion and sediment control measures such as e.g. hay bales and / or silt fences to prevent sediment from moving off site and causing excessive turbidity in nearby streams and rivers.</li> </ul>
	Waste management	<ul style="list-style-type: none"> <li>(a) Waste collection and disposal pathways and sites will be identified for all major waste types expected from demolition and construction activities.</li> <li>(b) Mineral construction and demolition wastes will be separated from general refuse, organic, liquid and chemical wastes by on-site sorting and stored in appropriate containers.</li> <li>(c) Construction waste will be collected and disposed properly by licensed collectors</li> <li>(d) The records of waste disposal will be maintained as proof for proper management as designed.</li> <li>(e) Whenever feasible the contractor will reuse and recycle appropriate and viable materials (except asbestos)</li> </ul>
<b>B. Individual wastewater treatment system</b>	Water Quality	<ul style="list-style-type: none"> <li>(a) The approach to handling sanitary wastes and wastewater from building sites (installation or reconstruction) must be approved by the local authorities</li> <li>(b) Before being discharged into receiving waters, effluents from individual wastewater systems must be treated in order to meet the minimal quality criteria set out by national guidelines on effluent quality and wastewater treatment</li> <li>(c) Monitoring of new wastewater systems (before/after) will be carried out</li> <li>(d) Construction vehicles and machinery will be washed only in designated areas where runoff will not pollute natural surface water bodies.</li> </ul>
<b>C. Historic building(s)</b>	Cultural Heritage	<ul style="list-style-type: none"> <li>(a) If the building is a designated historic structure, very close to such a structure, or located in a designated historic district, notification shall be made and approvals/permits be obtained from local authorities and all construction activities planned and carried out in line with local and national legislation.</li> <li>(b) It shall be ensured that provisions are put in place so that artifacts or other possible "chance finds" encountered in excavation or construction are noted and registered, responsible</li> </ul>

officials contacted, and works activities delayed or modified to account for such finds.

ACTIVITY	PARAMETER	MITIGATION MEASURES CHECKLIST
<b>D.</b> Acquisition of land	Land Acquisition Plan/Framework	(a) If expropriation of land was not expected but is required, or if loss of access to income of legal or illegal users of land was not expected but may occur, that the Bank’s Task Team Leader shall be immediately consulted. (b) The approved Land Acquisition Plan/Framework (if required by the project) will be implemented
<b>E.</b> Toxic Materials	Asbestos management	(a) If asbestos is located on the project site, it shall be marked clearly as hazardous material (b) When possible the asbestos will be appropriately contained and sealed to minimize exposure (c) The asbestos prior to removal (if removal is necessary) will be treated with a wetting agent to minimize asbestos dust (d) Asbestos will be handled and disposed by skilled & experienced professionals (e) If asbestos material is to be stored temporarily, the wastes should be securely enclosed inside closed containments and marked appropriately. Security measures will be taken against unauthorized removal from the site. (f) The removed asbestos will not be reused
	Toxic / hazardous waste management	(a) Temporarily storage on site of all hazardous or toxic substances will be in safe containers labeled with details of composition, properties and handling information (b) The containers of hazardous substances shall be placed in an leak-proof container to prevent spillage and leaching (c) The wastes shall be transported by specially licensed carriers and disposed in a licensed facility. (d) Paints with toxic ingredients or solvents or lead-based paints will not be used
<b>F.</b> Affected forests, wetlands and/or protected areas	Protection	(a) All recognized natural habitats, wetlands and protected areas in the immediate vicinity of the activity will not be damaged or exploited, all staff will be strictly prohibited from hunting, foraging, logging or other damaging activities. (b) A survey and an inventory shall be made of large trees in the vicinity of the construction activity, large trees shall be marked and cordoned off with fencing, their root system protected, and any damage to the trees avoided (c) Adjacent wetlands and streams shall be protected from construction site run-off with appropriate erosion and sediment control feature to include but not limited to hay bales and silt fences (d) There will be no unlicensed borrow pits, quarries or waste dumps in adjacent areas, especially not in protected areas.
<b>G.</b> Disposal of medical waste	Infrastructure for medical waste management	(a) In compliance with national regulations the contractor will insure that newly constructed and/or rehabilitated health care facilities include sufficient infrastructure for medical waste handling and disposal; this includes and not limited to: <ul style="list-style-type: none"> <li>▪ Special facilities for segregated healthcare waste (including soiled instruments “sharps”, and human tissue or fluids) from other waste disposal; and</li> <li>▪ Appropriate storage facilities for medical waste are in place; and</li> <li>▪ If the activity includes facility-based treatment, appropriate disposal options are in place and operational.</li> </ul>
<b>H</b> Traffic and Pedestrian Safety	Direct or indirect hazards to public traffic and pedestrians by construction activities	(b) In compliance with national regulations the contractor will insure that the construction site is properly secured and construction related traffic regulated. This includes but is not limited to <ul style="list-style-type: none"> <li>▪ Signposting, warning signs, barriers and traffic diversions: site will be clearly visible and the public warned of all potential hazards;</li> <li>▪ Traffic management system and staff training, especially for site access and near-site heavy traffic. Provision of safe passages and crossings for pedestrians where construction traffic interferes;</li> <li>▪ Adjustment of working hours to local traffic patterns, e.g. avoiding major transport activities during rush hours or times of livestock movement;</li> <li>▪ Active traffic management by trained and visible staff at the site, if required for safe and convenient passage for the public;</li> <li>▪ Ensuring safe and continuous access to office facilities, shops and residences during renovation activities, if the buildings stay open for the public.</li> </ul>

<p><b>I</b> Children with disabilities Disadvantaged/vulnerable groups</p>		<p>(a) Project design needs to incorporate solutions that enable undisturbed access to all school facilities and contents for children with disabilities</p> <p>(b) If more than 3% of all school children are disadvantaged/vulnerable ( Roma children, Children from low income households, children with disabilities) additional Stakeholder Engagement activities need to be performed, as defined in the Stakeholder Engagement Plan:</p> <ul style="list-style-type: none"> <li>▪ Open day at schools for parents of vulnerable group of students (Roma, low income households, special needs students) in order to raise questions for potential discrimination, bullying etc.;</li> <li>▪ Presentations/info-sessions related to relevant project activities in order to include and incorporate the needs of vulnerable groups;</li> <li>▪ Focus groups with parents;</li> <li>▪ Engagement of local NGO's who work with vulnerable groups at the community level.</li> </ul>
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## PART D: MONITORING PLAN

<b>Phase</b>	<b>What</b> (Is the parameter to be monitored?)	<b>Where</b> (Is the parameter to be monitored?)	<b>How</b> (Is the parameter to be monitored?)	<b>When</b> (Define the frequency / or continuous?)	<b>Why</b> (Is the parameter being monitored?)	<b>Cost</b> (if not included in project budget)	<b>Who</b> (Is responsible for monitoring?)
<b>During activity preparation</b>	site access traffic management availability of waste disposal facilities planning activities for involvement of the vulnerable groups	at the site at the site  in site vicinity  PMU	check if design and project planning foresee diligent procedures	before launch of construction	safety of general public, timely detection of waste disposal bottlenecks, inclusiveness of the vulnerable groups	marginal, within budget	Contractor, Engineer Grants Coordinator and Social specialist
<b>During activity implementation</b>	hazardous waste inventory (asbestos) construction material quality control (eg. paints / solvents) active involvement of the vulnerable groups	on site  Contractor's store / building yard  on site	visual / analytical if in doubt visual / research in toxic materials databases visual / research / interviews / focus groups	before start of rehabilitation works before approval to use materials during the works	public and workplace health and safety inclusion	marginal, within budget; (prepare special account for analyses at PMU)	Contractor, Engineer Grants Coordinator and Social Specialist
<b>During activity supervision</b>	dust generation noise emissions wastewater volumes & quality waste types and volumes benefits for the vulnerable groups	on site and in immediate neighborhood, close to potential impacted residents	visual consultation of locals visual, analytical if suspicious count of waste transports off site visual / research / interviews / focus groups	daily daily daily / continuous every batch	avoidance of public nuisance avoidance of negative impacts on ground/ surface waters ensuring proper waste management and disposal ensuring proper benefits for the vulnerable groups	marginal, within budget	Contractor, Engineer, Grants Coordinator and Social Specialist